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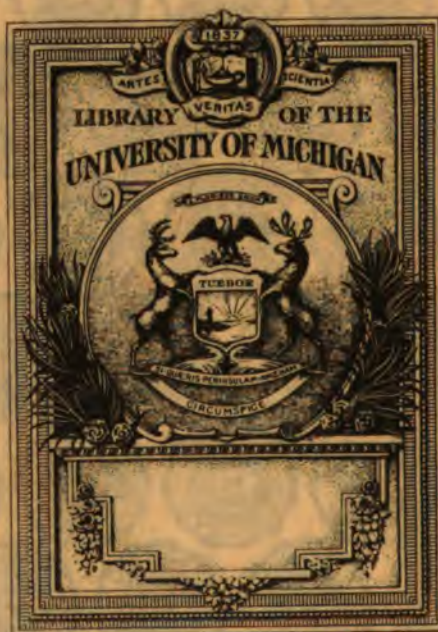
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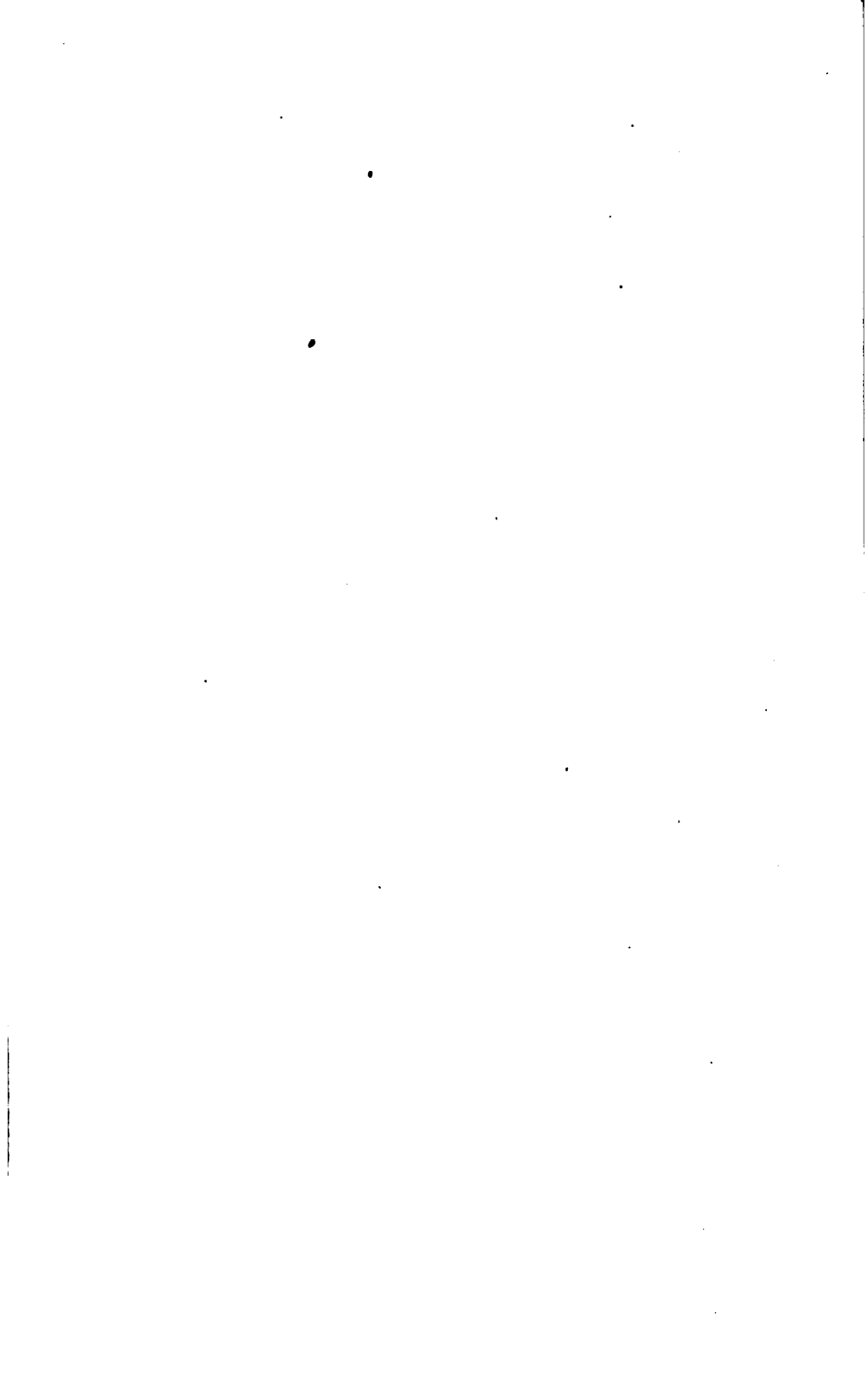
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THE PROBABLE AGE OF THE EARTH, AND HOW IT IS DETERMINED.

BY J. A. BOWNOCKER.

Aside from the origin of the earth there is perhaps no question relating to our planet of more general interest than its age. At the outset let it be understood that we can not hope to make anything like an exact statement of this, and that we must content ourselves with a rough approximation.

To determine this estimate we have at present two methods, one of these may be styled the Geological, since it is based on data pertaining to that science; and the other the Physical, because it uses the principles of Physics. How these estimates are actually made will be stated later in this paper. Let us first examine the estimates themselves, as made by the followers of these two sciences.

THE GEOLOGISTS' ESTIMATES.

James Croll thought 72,000,000 years have elapsed since the deposition of the first sedimentary

rocks (sandstones, limestones, shales, etc.); while Sir Alfred R. Wallace thought 28,000,000 years sufficient time to allow. Some years ago Professor Alexander Winchell announced 3,000,000 years as the time required, this being the lowest geological estimate of which the writer has knowledge. In 1893 Mr. C. D. Walcott, the director of the United States geological survey, announced 45,000,000 as the time necessary for the formation of the sedimentary rocks; and in the same year Mr. W. J. McGee stated that in his opinion, 6,000,000,000 years are necessary. These figures show two things: (1) That geologists themselves vary greatly in their estimates of the age of the earth; and (2) that our planet is very old, for if the smallest of the above figures should be adopted even then our planet would have an antiquity greater than would have

been thought possible a few generations ago.

THE PHYSICISTS' ESTIMATES.

Lord Kelvin, who has taken the lead in this mode of computations, announced in 1862 that the crust of the earth could not have been formed less than 20,000,000 years ago nor more than 400,000,000 years ago. At the same time he stated that 100,000,000 would be sufficient to include the total geological history of our planet. But later, after reviewing the evidence, he announced that only about 20,000,000 years could be granted. Professor Tait still further restricts geological time, and can not allow more than 10,000,000 years. Professor Simon Newcomb, the eminent American astronomer, states that owing to the great heat of the early crust water in the liquid form has not existed on our planet more than 10,000,000 years, and he estimates the age of the solar system at about 20,000,000. Professor George Darwin has computed that the moon separated from the earth about 57,000,000 years ago, and since this happened while the planet was still in a liquid condition it was long before the beginning of geological time, which, we may say, dates from the formation of a solid crust.

HOW THE PHYSICIST HAS CHECKED THE GEOLOGIST.

If the estimates of the geologists and physicists just named be

examined, it will be found that those of the former are generally much larger than those of the latter. In fact until comparatively recent years geologists were accustomed to deal with time as of unlimited extent. If 100,000,000 years sufficed for the production of a certain phenomenon, very good; but if it did not, then this period might be doubled or trebled. Thus it happened that the geologist became accustomed to dealing with vast periods, and time became to him an important item of his stock in trade.

But in the sixties the physicist began to call a halt to these heavy demands on the "bank of time." Instead of geological time being of unlimited extent it was declared to be just the reverse; and while it is doubtless very long when judged by human standards, it is nevertheless short when compared to the periods demanded by the geologists. Not content, however, with this general restriction, the physicist has made reduction after reduction in his estimates, until the time allowed for the evolution of our planet appears altogether inadequate to the geologist.

While these restrictions can hardly be accepted by the geologist, it must be admitted that they have performed a useful service in restraining him from the use of vast ages for which there is neither authority nor necessity.

HOW THE GEOLOGIST ESTIMATES
THE AGE OF THE EARTH.

When the ocean condensed from the atmosphere, where it had existed in the form of a vapor until the crust became sufficiently cool to permit its existence as a liquid, the sedimentary rocks began forming. From that day to this they have constantly increased in thickness until at the present time they reach an aggregate, according to Houghton, of 177,200 feet of rock.

But how, you ask, is an estimate made as to the time required for the formation of a rock mass of this thickness? To do this we must know: (1) The area of the sea floor on which these rocks are deposited; (2) the area of the land from which the sediments composing these rocks is derived; (3) the rate at which the material is carried from the land to the sea.

Now these points in order: (1) It is well known that the sediments carried by rivers to the sea are deposited along the shores, the finest material only being carried any distance from the mouths of rivers. It seems that on an average these sediments are not carried more than thirty miles from the shores, and if we take 100,000 miles as the total length of the coast lines of the world, then we have 3,000,000 square miles as the area on which sediments are now accumulating; (2) the area of the land from which the sediments covering this area are derived is

about 52,745,000 square miles; (3) next the important factor, how fast are the land areas supplying the sea floor with sediments? By determining the material which a river carries on the average, and knowing the area of its basin, we can determine how fast land areas are being carried to the sea; or in other words, the rate at which the land is being lowered. Naturally the rate of reduction varies. It depends on the amount of rainfall, the slope of the land, the kinds of rocks, frost, heat, etc. Thus the Po which receives an abundant rainfall and which has a high velocity, lowers its basin one foot in 760 years; the Ganges, lying at the base of the mighty Himalaya, has a high velocity and the great precipitation falling during one-half of the year produces floods which lower the basin one foot in 1,751 years. The Mississippi, which in point of rainfall and slope is more normal, lowers its basin one foot in 4,640 years. This rate may be taken as the average rate of land erosion of the world, though of course it is not certain that this rate is the correct one. While many rivers lower their basin at a more rapid rate than this, it must be kept in mind that others erode at a much slower rate. Think of the barren tracts of western North America, the Sahara of Africa, the deserts of Asia, and the poorly watered districts of Australia! In all these the rate of land erosion must

be much less than that of the Mississippi basin.

Since the land area of the globe is 52,745,000 square miles, or more than seventeen times the area of the marginal sea belt on which the sediments are deposited, it follows that a reduction of one foot of the land areas of the world will make a deposit of 17 feet along the marginal sea floor. But if the land areas are reduced, as assumed, one foot in 4,640 years, a deposit of one foot on the marginal sea floor will require 273 years. Now if the total maximum thickness of the sedimentary rocks be 177,200 feet, as stated by Houghton, then to form these there would be required $177,200 \times 273$, or 48,375,600 years. In other words, on this basis, the time that has elapsed since the sedimentary rocks began to be formed, is 48,375,600 years.

However, in this estimate it has been assumed that there are no limestones in the sedimentary rocks, while in fact there are many thousands of feet of this formation. The rate of growth of limestone is not known. Professor Alexander Winchell has estimated that they form only one-fifth as fast as the other kinds of sedimentary rocks. Taking this point in consideration, it would greatly increase the time required for the deposition of the entire group of rocks.

To this should be added the time that elapsed between the formation of the earth's first crust and the

depositions of the earliest sediments. This period must have been very long, perhaps sufficient to bring geological time up to 100,000,000 years.

HOW THE PHYSICIST ESTIMATES THE AGE OF THE EARTH.

The method of the physicist is far more abstruse than that of the geologist. It involves physical and mathematical calculations of the most difficult kind, and moreover does not have the definite data to work on that the geologist has.

The problem to the physicist, in its simplest terms, is this: If we know the temperature of the earth when the solid crust first began to form; the amount of heat lost since that time; and the rate at which it has cooled, we can calculate its age.

It will be apparent to the thoughtful reader that this method, while of great interest, may give results that are far from the truth. How can we determine the temperature of the first crust? And how may we ascertain the present temperature of our planet; or in other words, the amount of heat given off during the past ages? Obviously an exact determination of these points cannot be made, and the results will of course vary as these assumptions vary. While we must admire the mathematical genius and ability of the men who attack a problem of this sort, yet in the language of Huxley we should remember that the mathematical mill, while a good one,

yields a grist which depends upon the sort of material put into it. If the material put into the mill is of bad quality, then the material passing from it will also be of inferior grade.

SUMMARY.

It will be apparent to all who are willing to accept the conclusions of either the geologist or physicist that the earth is very old. But how old? Is it the 3,000,000 years

of Winchell or is it the 6,000,000,000 years of McGee? In attempting to answer this we can probably do no better than quote the words of Mr. C. D. Walcott, director of the United States Geological survey, who said in 1893: "Geological time is of great but not of indefinite duration. I believe that it can be measured by tens of millions, but not by single millions or hundreds of millions of years."

WEIGHT.

BY J. A. CULLER.

We have never had any experience with matter which was without weight. Whatever the cause of weight may be it is always present and it is impossible as yet to insulate matter from its influence. Consequently it is not strange that many get the idea that weight is essential to matter; that it is inherent in matter and one of its properties. The error arises from a confusion of mass with weight. The mass is the amount of matter which a body contains, while the weight is simply a convenient means of comparing masses in any given locality. The mass is independent of the presence of other bodies, weight is wholly dependent upon them. If a body could exist alone it could have no weight. In the same place, however, the

weight is exactly proportional to the quantity of matter and a certain amount of cork will weigh the same as an equal quantity of lead or gold.

Cannon-balls are used which weigh one ton; now if this ball should lose all weight so that I might toss it up as a toy balloon in my hand, still if it were fired from the cannon in the usual way it would be just as destructive as before, for its energy depends only upon its mass and its velocity.

The difficulty of moving a heavy door on its hinges must not be ascribed to its weight, for without weight, the same mass would be as difficult to move, save a slight friction of the hinges.

A well known law states that weight varies directly as the pro-

ducts of the masses concerned and inversely as the square of the distance they are apart. So that certain masses which we handle keep practically the same weight because the earth's mass remains constant and our operations are all at about the same distance from the earth's center; but if the amount of matter in our earth should suddenly change till it had decreased to that of the moon and it would yet retain its present volume we would find that a boy who weighed 81 lbs. would then weigh just one pound; and the applause which we now give to the athlete who beats the record in a high jump would then be accorded only to one who could leap over Washington's monument, 555 ft.

Again if the mass of the earth should change to that of the sun and its volume remain unchanged the change would be still more surprising, for the boy mentioned above would weigh now 13,365 tons; of course he could not jump from the ground but would be crushed to the earth by his enormous weight, and even if he could stand he would not be able with all his strength to lift a lady's thimble from the floor.

Two bodies are always concerned in what we call weight. One of these is always the earth. When the storekeeper weighs out two pounds of sugar he assumes that if he doubles the mass the earth-pull will be twice as great as for one pound. Workmen have

learned by long experience to judge the weight by the mass, and stockbuyers can tell quite accurately the weight of a steer or a hog by its appearance; so used have we become to the constancy of the conditions of our ordinary dealings. If two masses, one weighing one pound and the other four pounds be carried to the top of a building and let drop together, some would suspect that the heavy body would reach the ground first because the force upon it is four times as great, but the mass too is four times as great and so they will reach the bottom of their flight in exactly the same time.

While most of our experiences with weight arise from variations in mass, yet any considerable difference in our distance from the center of the earth, rapidly changes the weight. In the case of the boy mentioned above we assumed that his distance from the center of mass did not change while the mass changed to that of the sun or the moon. If this boy is transported to the surface of the moon it becomes a very different problem for he is then much nearer the center of mass and his weight would be reduced only five-sixths, and on the sun his distance from the center would be so vastly increased that his weight would be multiplied only $23 \frac{2}{3}$ times.

We do not in our business transactions make any account of differences in weight which arise from differences in distance

from the centre of the earth, yet this difference really exists. Balances have been made of such delicacy that two inch-cubes of platinum will be shown to weigh more when placed on the scalepan side by side than when placed one on top of the other. A man weighs less while he is standing than when sitting. The iron in the upper stories of a building does not weigh as much as it would have if placed in a lower story. There are a number of structures in the world which reach one-tenth of a mile in height. It is an easy calculation to show that at that height every ten tons of material as weighed at the bottom will weigh one pound less when elevated to that height. We have a number of mountain peaks five miles high and every Troy pound brought down from that altitude to sea level would weigh 14.37 grains more. So if there were a gold mine at this height the owner would get \$620 more on every thousand pounds by first bringing it down to sea-level and then weighing it out, providing the weighing be done on a spring balance.

In buying and selling we are not particular as to whether the store-keeper places his scales on the counter or near the floor as the difference is slight and if the weighing is done on the beam balance no difference appears as the counterpoise is affected in a similar manner. All we contend for here is that a change in the distance

from the earth's center of even one inch affects the weight in a measurable degree.

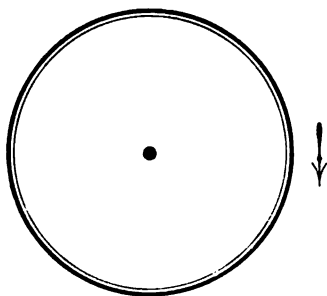
The distance from the center of the earth to one of the poles is $13\frac{1}{2}$ miles less than from the center to the equator and so equal masses at these two points have weights which are to each other as 568 to 567.

The closer we can get to the center of the earth without getting any of the earth's mass above us the more we will weigh. It is not a very hard problem in mathematics to show that if the earth were a hollow sphere, then an object placed anywhere within the shell would weigh nothing. So it is plain that a mass at the bottom of a shaft one mile deep will derive no weight from the crust of the earth one mile thick all over the surface of the globe and it will be only the remaining part of the earth which will give the mass weight. Consequently the weight of an object would decrease uniformly as we descend into the earth if the earth's mass were homogeneous, but since it is not homogeneous and no one has ever gone to the earth's center on a tour of observation, then no one can state any law for the rate of variation as we approach the center.

Above the earth we have clear sailing and can give a law without fear of contradiction, that the weight decreases as the square of the distance increases. An object 4,000 miles above the earth's sur-

face would be twice as far from the center as one on the surface and so it would weigh one-fourth as much.

Men of all ages have endeavored to construct a wheel in such a way that the earth-pull would be greater on one side than on the other. Imagine a huge metal wheel like the water wheels of the old mills, only all iron, and a gravity-insulator placed under one half of it while the other half is exposed to the earth-pull. How the wheel would go round! What an inexhaustible source of power we would have! Then water power, steam, and wind would be worthless as power, and the world's methods would be revolutionized. Why can this not be done? If any of our readers will

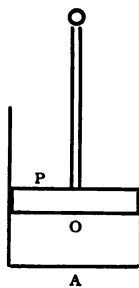


Insulator

answer this question, the scientific world has nothing too good for him, for it has taxed the ingenuity of many able men in the past, and some theories have been offered, but it remains to-day a problem without even a plausible theory.

A serious effort has been made to explain the cause of weight

somewhat in this way: — Space is filled with very small particles which are moving rapidly in all directions. If an object could be alone it would be bombarded on all sides equally by these particles and so would be in equilibrium, i. e. it would not weigh anything. When, however, two masses come near each other they will shield one the other from the impulses of the corpuscles on the sides which are facing, but their outer sides will be fully exposed to the impact. Consequently they will be *pushed* together. So that when we speak of the earth's pulling an object toward it, we probably should say that the object is pushed down from above. Then, a mass of iron tends to fall to the ground because a stream of an infinite number of these corpuscles is striking it from above and a fewer number are striking it from below because that side is shielded by the earth. We may approximately illustrate this principle by use of the apparatus represented in this cut. Let



A represent a cylinder and P a piston which fits it air-tight. If the piston be pulled up the air pressure above will exert itself to push the piston back to the bottom of the cylinder, and to one pulling upward on the handle it might seem that some force at the bottom of the cylinder was *pulling* the piston

down, but we know from our knowledge of gases that the movement of the piston is caused by the fact that a greater number of molecules of air are striking down from above where the air is denser than up from below where the air is rarer. What we call gravity is a

similar lack of equilibrium resulting from an inequality in the number of impacts, above and below, of these small particles of something which we assume to fill all space and to be moving at a great velocity.

ENGLISH GRAMMAR.

BY A. F. WATERS.

RANDOM NOTES ON CASE.

Case is the accident of a noun or pronoun that shows its relation to other words in the sentence. In highly inflected languages like the Latin, German, and French, this relation is determined by the form of the word, but in English, we have but two forms to represent the different cases of the noun, and three for those of the pronoun. We have a possessive form as "boy's," "men's," that represents the possessive relation, but a single form as "man," "men" to represent all other cases of the noun. Thus,

How complicate, how wonderful is *man*!

This box contains a *man* of wit;

Offer *man* his price;

Fond *man*! the vision of a moment made.

There are distinct nominative and objective forms for the pronouns. Thus we have,

I, we, they, he, she, who,

to represent nominative relations, and

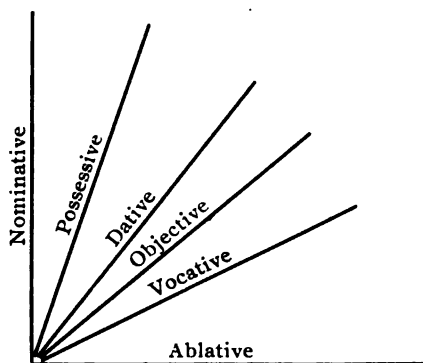
me, us, them, him, her, whom, for objective relations.

And so, in English, the case of a word, especially of a noun, is determined largely by its use in the sentence. And sometimes its use is so vague that we are at a loss to know what its case is. For example, the oft quoted sentence from Gray's *Elegy*, —

"And all the *air* a solemn *stillness* holds."

The word case is from the Latin verb *cado* (*cadere*, *ce-cidi*, *casus*) to fall, the old grammarians repre-

sending the cases something like this: —



From this diagram it will be seen that the nominative is not really a case according to the old idea, as it is not a falling. It is from this idea of *falling* that we get our term declension, 'to decline.' To decline a noun was to put it through these various forms successively. This conception of case also gave rise to calling all but the nominative oblique cases.

NOMINATIVE CASE.

As subject.

Man is but a piece of clay.

What is *man*?

There is an honest *man*.

It is necessary to do this.

Many make 'to do' in the last sentence the subject of 'is,' calling 'it' an expletive, or treating it as grammatical subject, and 'to do' the true or logical subject. It is only with grammatical subjects that grammar has to do, and it seems contradictory to call 'it' the grammatical subject and from that on to

speak of 'to do' being the subject. To call it an expletive is no less objectionable; for we classify words under so many heads called parts of speech, and whether we make eight classes, nine classes, or ten the expletive is never given as one. Again, if 'it' is used expletively, — has no use in the sentence — why not leave it out in the first place? The truth is, without entering into a discussion of it, 'It' has a use in the sentence, — the grammatical subject of 'is,' — and should be parsed as such. 'To do' is in apposition with 'It.'

As predicate.

1. The gardner is an honest *man*.
2. Our friend became a rich *merchant*.
3. We are the *owners* of this property.
4. It is honest *men* that are wanted.
5. You are the *man* whom we saw.
6. It is *I*.
7. *Who* are these men?
8. [He was found to be a *rascal*.]
9. [There stood the building called the senate *chamber*.]
10. [They were appointed a body *guard*.]
11. [Who will be chosen *speaker*?]

An ordinary predicate noun or pronoun may be known by its telling what the subject is. It will not be out of place to note here, for

the purpose of reinforcing the statement just made, that the verb in each of the following sentences tells what the subject *does* :

The boys *were playing* ;
John *reads* well ;
They *caught* us.

The predicate adjectives in :

Flowers are *beautiful* ;
He became *rich* ;
The fruit tasted *sour* ;
They are considered *rich*,

tell some *quality* belonging to the subject. Attention is called to the following statements : —

First.

From what has been said, it is evident that a predicate noun or pronoun must mean the same thing as the subject.

Second.

A noun or pronoun the predicate of a finite verb, is always in the same case that the subject is in.

Third.

The predicate need not agree with the subject in anything but case.

In the third example 'owners' does not agree with the subject in person; 'boys' in the fourth and 'guard' in the tenth do not agree in number or gender with the subjects.

Direct Address and Exclamation.

A noun in the nominative case by direct address, is always in the second person; one nominative by exclamation is always in the third person.

Consider *man*; weigh well thy frame.

O Blest *Retirement*! Friend to life's decline.

Nominative by Pleonasm.

Many find it difficult to distinguish between a noun appositive and a noun used pleonastically. A noun and its appositive help to define each other; a noun used pleonastically neither explains another noun, nor is explained by it. In the sentence,

John, he went to town,

'John' does not explain 'he;' if it did, it would follow 'he,' taking the natural position for an appositive. 'He' does not define 'John' in any way, as personal pronouns, aside from the compound personals, can not, from their nature, add in any way to a noun. Such forms of expression are most common among the uneducated classes. 'John' is the pleonastic word not 'he.' In all cases of pleonasm we have two nouns, a noun and a pronoun, or two pronouns, and only a grammatical relation for one of them. In the sentence given there is a noun and a pronoun, and a grammatical relation for only one of them, as but one of them can be the subject of 'went.' As seen neither can be in apposition with the other. One of them is not necessary to the grammatical construction of the sentence and so is used pleonastically. The pleonastic word is always the *former* of the two.

Examples:

Whatever ye shall ask in my name, that will I do. (If 'whatever' is separated into 'that which' or 'anything which,' 'that' or 'anything' becomes the pleonastic word instead of the whole clause as indicated.)

That very *law* that molds a
tear

And bids it trickle from its
source,

That law preserves the earth a
sphere.

He that hath ears to hear, let
him hear.

Our fathers, where are they?

POSSESSIVE CASE.

The greatest difficulty met with in the possessive case is to know

(a) what the sign of possession is for certain nouns, and

(b) to what words to add the sign in many cases.

The general rule for the formation of the possessive is as follows:

(a) The possessive of nouns spelled in the plural and ending in 's' is formed by adding the apostrophe (') only.

Examples:

The Smiths, the Smiths';
Kings, Kings'; heroes, heroes'; collectors, collectors'.

(b) The possessive of all other nouns is formed by adding 's.'

Examples:

God, God's; men, men's;
Burns, Burns's; Mrs. He-

mans, Hemans's; Webster, Webster's.

Euphony seems to favor the use of only the apostrophe in such cases as 'for conscience' sake.' A few even omit the 's' from the sign in forming the possessive of certain proper nouns ending in 's,' and write "Demosthenes'," and "Moses'," but good usage is upon the other side.

The possessive of nouns representing *things* was once used much more than at present. Modern writers avoid it by using the preposition 'of.' The tendency is to restrict the possessive case to the names of objects with life, and among them, as a general rule, to confine it to cases of possession. And so modern usage commends the expressions:

The President of Harvard;

The hinges of the gate;

The depth of water;

The summit of the mountain.

rather than

Harvard's President, The gate's hinges, and so on.

And confining its use to possession we should say,

A father's love,

The President's reception,

The girl's picture,

when we mean his 'love' *for* his children, the 'reception' given *by* the President, and a 'picture' *owned* by the girl. But if it is the 'love' *for* or *toward* a father, a 'reception'

for the President, a 'picture' of the girl, we should say,

Love of a father,
The reception of the President,
The picture of the girl.

In Latin the two meanings given for the first and second are expressed by the genitive case, and the former is known as the subjective genitive, and the latter as the objective genitive.

Euphony makes the form with 'of' preferable to the possessive case in many nouns the names of persons. Thus,

The poems of Mrs. Hemans,
The philosophy of Socrates,
The settlements of Roger Williams,

are more pleasing to the ear than,
Mrs. Hemans's poems,
Socrates' or Socrates's philosophy,

Roger Williams's settlements.

The sign of possession is placed as near as possible the word possessed. If two possessives are in apposition and closely associated, and the noun possessed follows the latter, the latter takes the sign; thus,

Peter the Great's reign,
His *brother John's* estate,
William the Conqueror's victory.

When a prepositional phrase becomes so intimately associated with a name as to be almost a part of it, the sign of possession is added to the object of the preposition. Examples:

William of Orange's reign;
John of Gaunt's claims;
Charles Carroll of Carrollton's signature.

This liberty had been extended until we are liable to find the sign attached to any noun preceding the one possessed. We have such sentences as:

The *hero* of Manilla's marriage;

Moses was the *daughter* of Pharaoh's son;

Herod put John in prison for Herodias' sake, his *brother* Philip's wife.

Good usage requires that the form of expression, words chosen, arrangement, grammatical construction, everything that goes to make up style, must contribute to one end, — the economy of the reader's efforts in interpreting the thought. The use of grammatical enigmas like some of the ones just given, even if they are grammatical and sanctioned by a certain amount of authority, show, at least, bad taste. It is far better to say,

The marriage of the *hero* of Manilla;

Moses was the son of Pharaoh's daughter;

Herod put John in prison for the sake of Herodias, his brother Philip's wife, or the wife of his brother Philip.

Adam Sherman Hill, professor of Rhetoric and Oratory at Harvard, in criticising the sentence, (Foundations of Rhetoric),

I bought the rolls at Wright's
the baker,
says the best usage favors the apos-
trophe either with the second noun,
or with both. So we might say,

I bought the rolls at *Wright's*
the *baker's*, or

I bought the rolls at *Wright's*
the *baker's*.

He says "the practice of putting the sign with only the first of two nouns that are in apposition can not be deemed absolutely wrong for it is supported by a certain amount of authority." He says: "'shop' is understood; and surely we should say '*Wright the baker's shop*' or '*Wright's the baker's shop*,' not '*Wright's the baker shop*.'" Certainly we should not say "*Wright's the baker shop*," but why not *Wright's shop the baker*? And if we prefer to supply 'shop' with Wright's instead of after Baker's, what valid reason can there be against saying,

I bought the rolls at *Wright's*
the *baker*?

No one questions such sentences
as:

I borrowed *her* book, the most
accommodating *pupil* in our
class.

Here rests *his* head upon the
lap of earth,

A *youth* to fortune and to fame
unknown.

But if "I bought the rolls at
Wright's shop, the baker," is
wrong, this should read,

I borrowed *her*, the most ac-
commodating *pupil's* book in
our class.

We may omit 'book' entirely by
writing the possessive pronoun
'*hers*' for 'her'; thus,

I borrowed *hers*, the most ac-
commodating *pupil* in our
class.

General Rule:

When two nouns in the posses-
sive case are in apposition the sign
of the possession should be added to
the one that precedes the noun pos-
sessed either understood or ex-
pressed. Frequently it makes no
difference with which of the nouns
in apposition, the noun possessed is
implied or expressed.

The sign of possession is added
only to the last of two or more
nouns that denote possession in
common. For example:

William and Mary's reign;
Harper and Tolman's Caesar;
Leach, Shewell, and Sanborn's
Text Books;
Whitney and Lockwood's
Grammar.

But when the possession is not
in common, the sign must be added
to each of the nouns or expressions
denoting a separate ownership. For
example:

I studied Harvey's and Hol-
brook's Grammars.

We study Harvey's and Whit-
ney and Lockwood's Gram-
mars.

They bought Webster's and
Worcester's Dictionaries.

They have for sale Webster's
and Worcester's Diction-
aries.

It was neither the teacher's nor
the janitor's duty.

The horse's and the cow's hoof
are not shaped alike.

We say,

Whose else can it be?

but usage approves the form,

It is *nobody else's* business,
rather than,

It is *nobody's else* business.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

ST. CLAIR'S DEFEAT.

After constructing Forts Hamil-
ton and Jefferson, St. Clair with
his men marched toward the Mau-
mee river, where they were to erect
another fort.

On November the third, 1791,
the army encamped on a branch
of the Wabash, supposing it to be
a branch of the Maumee. The
militia under Colonel Oldham,
passed beyond the creek a quarter
of a mile, and encamped on a small
hill, occupied now by the residence
of Mr. Shafer. General Butler de-
tailed Captain Slough with thirty-
two men, to reconnoiter before the
lines. Colonel Oldham told Cap-
tain Slough he had seen enough
Indians in the woods to attack
them. Captain Slough immedi-
ately told General Butler what Col-
onel Oldham had said, and he also
said, if he thought necessary he
would tell General St. Clair. Gen-
eral Butler was silent for a while

and then told Captain Slough that
as he was tired he should lie down.
St. Clair was not informed of the
presence of the Indians, and no
other precautions were taken.

On the fourth immediately after
the men had been dismissed from
parade, half an hour before sunrise,
the militia was attacked. The yells
of the savages were heard, and in
a short time the camps were sur-
rounded by the red men. The mi-
litia caused a great deal of confu-
sion by fleeing through the first
line of regulars while they were try-
ing to form in line. The aim of
the savages was true, and the men
fell in great numbers. Gen. But-
ler was wounded soon, but he still
tried to encourage the men. St.
Clair was sick at the time of the
engagement, but he did all in his
power to reform the lines. When
all of the artillery officers were
either killed or wounded, and a
great number of the men were

killed, those remaining were anxious to retreat. A charge was then made against the Indians to open the way for the retreat to Fort Jefferson. St. Clair was among the first to open the way, and then fell back to look after the wounded. The ground was covered with snow at the time of the battle.

There were thirty-seven officers and five hundred and ninety-three privates killed and missing, and thirty-one officers, and two hundred and fifty-two privates wounded. Major-General Butler and Lieutenant-Colonel Oldham were killed.

St. Clair said, "I have nothing to lay to the charge of the troops, but their want of discipline, which, from the short time they had been in service, it was impossible they should have acquired, and which rendered it very difficult when they were thrown into confusion to reduce them again to order, and is one reason why the loss has fallen so heavy on the officers, who did every thing in their power to effect it."

Washington held no prejudice against St. Clair after he learned the full particulars.

The Indians now thought they could drive the white settlers across the Ohio. Many bloody scenes took place, and the whites were forced to withdraw within the forts. General St. Clair resigned his command, and General Anthony Wayne succeeded him.

General Anthony Wayne's expedition can be best told by pupils north of here, but it resulted in a treaty between the United States and the Indian tribes August 3rd, 1795 at Greenville. Although this treaty was signed at Greenville, yet we feel the effects of it; for this place was the cornerstone of the boundary lines; one going southwest to the mouth of the Kentucky river, the other southeast to Laramie, then east to the portage between the Cuyahoga and Tuscarawas rivers, then north to the mouth of the Cuyahoga river at which point Cleveland is now situated.

In February 1792, General Wilkinson with a body of men came to this place for the purpose of burying the dead who fell in St. Clair's defeat; but a deep snow prevented him from finding many of the bodies. Those that could be found were horribly mutilated.

Again on December the twenty-fifth, 1793, a detachment of General Wayne's army arrived, and, after pitching their tents, they had to carry the bones out in order to make their beds. The next day, these bones were buried in trenches, six hundred skulls being found among them. This being finished, a fortification was built and named Ft. Recovery, in commemoration of its being recovered from the Indians, who had possession of it in 1791.

All of these bones were taken up

in 1851 by the citizens of this place, and were placed in thirteen coffins representing the thirteen original states, as it was supposed that each state was represented in this battle. As the coffins would not contain all of the bones, a box was made for the remainder. On the tenth of September of this year, these bones were reburied in the village cemetery, and in 1873, while digging a cellar under Mr. Krenning's store, a coffin was found which was supposed to contain the bones of General Butler. This was also buried in the village cemetery.

Almost one hundred years after the battle between St. Clair and the Indians, the bones of the fallen heroes were again removed from their resting place. A centennial was held at Fort Recovery on October the fourteenth, fifteenth and sixteenth, 1891. A large crowd was in attendance and was addressed by Governor Campbell, Judge Hunt of Cincinnati, General William Gibson of Tiffin, Honorable T. J. Godfrey of Celina, and others. On the sixteenth the bones were removed to Monumental Park their final resting place.

As we look out of the northwest room of our school-building we can see the last and permanent resting place of the heroes of 1791, surrounded by an iron fence, and the flag of our country floating over them. Their graves are situated in the eastern part of the park, and near them are three cannon and

a number of cannon balls sent by Congress to this place. The park is not yet completed, but it contains one hundred and forty-nine trees, and soon all that will be needed to complete and beautify it, will be the monument which those soldiers, who, more than a century ago, gave their lives for their country, so much deserve, and which we as a town would so much appreciate.

In looking through the history of our country we can not find a place so long deserving and so much neglected as Fort Recovery. We think if Congress would spend a little time to review the history of this place we would receive the hard won, fully merited, justly due monumental appropriation.

ELVA RICHARDSON.

THE RELICS OF FT. RECOVERY.

We pupils of the Fort Recovery Schools have much to inspire us in our study of History. Standing on the school grounds, and looking to the north, our eyes rest upon the last resting place of the heroes of 1791; to the eastward, toward Loramie, the old Indian Boundary line; to the southeast, toward Greenville, the ever winding trail of St. Clair's march; to the westward, the site of the Old Fort, and the battleground, upon which more than six hundred white men perished at the hands of the Indians; to the southwest, the Old Indian Boundary Line stretching toward

the mouth of the Kentucky River. All these speak to us of the mighty struggle which took place upon this ground.

In this brief notice of one of the most historical spots in Ohio, we desire to speak of the relics. These relics in time past were quite numerous around here; but many have been collected and taken away, and at the present time the most complete and largest collection is in the possession of Mr. John Slife; Mr. Marion Earp also has a very choice collection.

One day last summer, in company with some of my schoolmates, I had the pleasure of a visit to Mr. Slife's, and spent the afternoon in viewing his collection of relics.

To one who admires things curious it is like stepping backwards from the present to colonial days.

On examining these relics, our imagination takes wings, and each separate article seems to speak to us in various ways of the years of 1791-1793.

These historic relics may be divided into two sections; one pertaining to the soldiery, the other to the Indians. The first things that naturally attract the eye in reference to the soldiery, are the three flint-lock muskets, a musket barrel, and a cavalry man's carbine. The three flint-locks are in actual shooting preservation.

Some of them were found loaded. Mr. Slife has filed holes in the barrels of two of them, so that the

loads are exposed to view. Other flint-locks have been found near the fort and on the road of retreat. Sometimes a skeleton was found by the side of a gun — which told the ghastly tale.

The bayonets, cannon balls, musket balls, and bomb shells are all in fair preservation. The old camp kettle, and the steel-yards used at the Fort, are still displayed. The kettle was found over fifty years ago, near the battlefield.

One of the most notable pieces in this collection is the sword which was worn by Maj. Gen. Butler, who, although wounded led the last bayonet charge against the Indians. The sword is much heavier than those of modern make, and appears to be made from the finest steel. Upon one side is the name of Gen. Butler, which can be plainly read, and upon the shield is the date 1790. This sword was found by Thomas McDaniel in 1852 under a log on the farm of F. S. Fox southeast of this town.

The old fort anvil must not be forgotten, for it is in almost perfect condition. By a close examination you can see the words "U. States" upon the side.

One of the most curious pieces is the combination tomahawk and pipe. The tomahawk blade is not much wider than the modern hatchet. The head of the tomahawk has been hollowed into a bowl, and this with the handle of wood wrapped with twang, per-

forms the functions of handle and pipe stem.

The battle axes and scalping knives are numbered with this collection; also, some of the ivory sandals worn by the Indians; also, the Indian beads, buckles, bridle bits, and many silver buttons.

In the collection of Mr. Earp, are many flints of different sizes. He also has some of the whistles used by the soldiers, many of the Indian bits; some battle axes and corn mashers. Also a flint-lock with which one of our men fought the Indians; also a bayonet a few saddle stirrups, a grape shot, and three buttons which were worn on the coat of one of our soldiers.

Besides these two collections, there were many trinkets of the Indians, comprising beads, buttons, and knives found on Mr. Heiby's farm north of town. A sword was also found by Mr. McDonald on the ground which is now our schoolyard.

ZELLA L. JOHNSON.

THE OLD FORT.

On the evening of November 3, 1791, the forests of Western Ohio resounded with the footsteps of St. Clair's Army as they marched onward and at last selected a place to camp for the night.

The next morning just before sunrise, the Indians suddenly fell upon the army from all sides. Then began the awful carnage. The

soldiers made a gallant defense, but the force of the Indians was too large, and after a brave and fierce struggle, the whites were forced to flee. The Indians pursued the army for about twelve miles and then returned to the scene of the battle, to plunder, torture and scalp the wounded.

Shortly after the defeat of St. Clair the battle ground was visited by Colonel Buntin and a party, to bury the remains of the soldiers. There was much snow on the ground, and the bones could hardly be found.

In December 1793 a company of soldiers were sent to the scene of St. Clair's defeat, under Maj. Henry Barbee, by Gen. Wayne. They arrived on Christmas day, and six hundred skulls were picked up, and together with other bones were buried in trenches about seventy or eighty feet long. A fort was erected about eighty feet north of the trenches, and on the site of the battle. It was named Ft. Recovery in commemoration of the fort being recovered from the Indians.

On June 30th, 1794 a battle was fought; the whites under Major Mahon, and the Indians under Big Turtle. It was a complete victory for the whites.

Nothing can be learned of the old fort. It was destroyed long before any of the old settlers can remember. Mr. J. S. Clum of this place, says, that when his parents

came here in 1847, there were some pickets standing supposed to be the gate of the fort. The old fort well is the only thing that remains. It is about forty feet deep and when made was lined with walnut puncheons.

The Wabash River has changed its course somewhat, but standing on the site of the old fort, using our imagination, we can see the field of battle as it looked on that dreary November evening when St. Clair's Army encamped.

We are standing upon a knoll or bank about twenty feet high. About two hundred and seventy five feet west of us is a small stream which empties into the Wabash River. It is called Bloody Creek, because in 1791, history tells us, it flowed with blood. A low bottom lies before us about a fourth of a mile wide. Just across this, to the northwest, is another knoll similar to that one, on which we stand, and upon which the fort was built. To the north lies a small marsh, but on the east and south the country is rolling.

The main army was encamped on the knoll to the south-east, and the militia across the river bottom on the opposite one. About three miles north-west of the battle-field is the hilliest part of Mercer County. This was supposed to be the rendezvous of the Indians. Coming in upon the whites from the west, on the north by the swamp, there were no means of escape except by flight to Fort Jef-

terson. In 1881, while digging a well about six feet below the surface, part of the old flag-staff of the fort and its base, were found, by Mr. Jas. Hedrick of this place.

The base was eight feet long, fifteen or sixteen inches wide. The staff was mortised into the base, in a cavity about five by sixteen inches. The staff was six feet long, two feet wide and squared on two sides.

An old anvil supposed to have been used at the fort was found by Mr. Jas. Van Trees. It is now in the possession of Mr. John Slife near this place. It has "U. States" printed on one side.

All the cannon of St. Clair's defeat, were recovered but one. This one was found in 1830, by Mr. J. Freeman. It was found in the mouth of a small creek emptying into the Wabash. It was taken to Greenville, and afterwards sold to people in Cincinnati. The citizens of Fort Recovery have since tried to recover the cannon, but nothing can be learned of it and it is supposed to have been melted and used in the Civil War.

A coffin was found, on the site of the fort, while digging a cellar. The coffin was made with walnut slabs, and put together with wrought-iron nails. It contained a body wrapped in a woolen blanket. There was no mark to tell who had been buried only that it was a United States soldier.

GRACE ALEXANDER.

O. T. R. C. DEPARTMENT.

THE PEDAGOGICAL LANDSCAPE:

Which the reader of a paper at the late Sandusky meeting of the N. W. O. T. A. Intended to view before he wrote it.

Great Apperception's plain spreads
long and wide;

Mount Correlation stands with
head enskied,

And on its slopes does Interest
abide;

Child Study's limped pools gleam
at the base,

While Special-Method clouds each
other chase,

And General Concept sternly um-
pires the race.

Glad Sense-Perception's thousand
brooks flow oceanward in
haste,

Psychology pours round all her
gray and melancholy waste.

B.

SUGGESTIONS IN EARLY EDUCATION.

By Daniel Putnam, Author of a Manual
of Pedagogics.

Some months ago I had occasion to give a little special attention to the subject of "Suggestion" as a force in early education, and especially in early moral training. Its importance and value naturally enough grew upon me in the course of the study; and I have been inclined to believe that teachers and parents would be greatly profited by giving the subject some careful consideration.

In a single brief article it will be possible to touch only two or three points out of a large number which the topic embraces.

For our purpose suggestion may be regarded as the process of exciting ideas in the mind of another by indirect means, that is, without directly naming them. These ideas are usually such as will result in action, and will modify, to a greater or less extent, character and conduct. The more vivid and clear the idea, the more surely will corresponding action follow. With the young child every sensation, every perception is a suggestive force. The suggestive element is stronger in proportion as the perception is that of an action, or a condition approaching to action. For this reason motor suggestion will be most effective with young children. This is seen when children are encouraged to imitate movements. All imitation is the result of suggestion, but the suggestion is usually more direct than in other cases. In the moral training of the young, the ideal after which the child is expected to fashion himself by unconscious imitation, must be embodied in the character and daily life of the teacher, and must manifest itself in appropriate speech and manner of

behavior. The suggestive power of character, incarnated in conduct, and of beauty and goodness embodied in form and color, act silently and without observation, as the sunshine and the shower act. The resulting ideal is formed in the child's mind without volition or conscious effort on his part.

One of the most effective suggestions is that which makes a child feel that there is in him a possibility of reaching the ideal which he has formed and which charms him by its beauty. Guyan puts this a little too strongly perhaps when he says, "The moral art of suggestion may be defined as the art of modifying an individual by persuading him that he is or may be other than he is. . . . All education indeed should be directed to this end, to convince the child that he is capable of good, and incapable of evil, in order to render him actually so; to persuade him that he has a strong will, in order to give him strength of will; to make him believe that he is morally free and master of himself, in order that the idea of moral liberty may tend to progressively realize itself." It is wise sometimes to assume the existence of good qualities in children, and even in older persons, in order to induce them to exert themselves to justify the assumption. To assume depraved sentiments and purposes, and especially to reproach and accuse undeservedly, is one of the surest ways of developing the depravity assumed.

In moral education it is wise to presuppose the existence of goodness and good-will. Every statement made in the presence of a child touching his mental state or character acts as a powerful suggestion. "This child is naughty, he is idle, he will do this or that bad thing." How many vices, bad dispositions, bad habits even, are developed by such remarks! In blaming a child for misconduct, do not put the worst interpretation upon his actions, and especially not upon his motives. Suggest that he can do better, and give him as much credit for good intentions as possible.

I wish to devote the remainder of this paper to the matter of "Contrary Suggestion," and to indicate something of its importance.

By contrary suggestion is meant the excitation of a disposition to do the opposite of any suggested course of conduct. I am persuaded that the importance of this sort of suggestion has not been fully appreciated by teachers and parents. The consequence has been that, with the best of intentions, they have often done much harm.

This contrary tendency or disposition does not, in a majority of cases, spring from any evil design, or from a direct purpose of doing something which has been forbidden. It comes from the natural workings of the mind under the influence of the suggestive force. An excellent illustration of this sort of suggestion was given me by a

friend as a bit of his early experience. He says, One Sunday, when my parents were just starting for church, leaving me alone in the house, one of them turned and said, "John, don't meddle with the clock while we are gone." It was an unusual restriction; nothing of the kind had ever been said to him before; and, so far as he could remember, no thought of meddling with the clock had ever occurred to him. A new idea was suggested to him, and it took fast hold upon his mind. He began to look at the clock and to wonder at the regular and monotonous swinging of the pendulum, the steady movement of the hands, and the marvellous process of striking. The clock fascinated him and soon absorbed his whole attention and energy. He could neither see nor hear anything else. He climbed upon a table, which stood under the clock, to get a nearer view, opened the small door to have a better chance to observe the strange movements of the pendulum and the wheels. In the end the clock was taken down, placed on the table, and finally thoroughly dissected. The parents returning found the boy watching the remains of the dismembered clock.

This is a typical example of what takes place in many homes and in many schoolrooms. A child is blamed, perhaps punished for the commission of some offense which he would never have thought of but

for the negative suggestion of the parent or teacher. The mental processes which lead up to the act are perfectly legitimate and, in the absence of any counter suggestion, from without or within, the forbidden act is sure to be committed. Counter suggestions may be anticipated in mature minds, but can not reasonably be expected in young children.

The psychical law involved in such cases is of the very highest importance in the training of children into the practice of what are sometimes called the cardinal virtues. There are two methods of teaching these virtues, one of which may be called the positive, and the other the negative method. The difference between these will be best illustrated by examples. Suppose the immediate purpose, at some particular time, is to strengthen in young pupils the love of truth, and to create a disposition and habit of truth-telling both in language and conduct. Psychological law suggests that the first step toward the accomplishment of this purpose should be the production in the consciousness of the children of an idea or notion of this virtue and of the speech and conduct corresponding to the idea. In other words, a mental picture is needed which shall embrace the essential elements of truth in a concrete form, and with such settings and colorings that the representation shall be attractive and winning.

This picture will be a positive and not a negative thing, something to admire and love, and not something to be hated and shunned. It draws and does not repel.

An appropriate anecdote or short story will usually supply material for the picture. The purpose in view demands the creation of a dominant idea which shall unfold the loveliness of truth and the beauty of truthfulness in language and behavior. The entire mental movement, the processes of thought, of emotion, of volition, should be in the same direction, and should be toward the virtue under consideration, and toward conduct in harmony with it.

Unfortunately the method of teaching a lesson in truthfulness is usually the reverse of this, and is of the negative kind. The processes employed violate the most fundamental and most obvious physical laws. A beginning is made by the production of a mental picture just the opposite of the virtue to be inculcated, a representation of untruthfulness and its consequences. Very likely the fable of the "Shepherd Boy and the Wolf" is told or read; the evil consequences of lying are pointed out; it is made to appear that the practice of telling that which is false is unprofitable, in some cases even dangerous, that falsehood in the end "does not pay."

It is freely admitted that at some times, and under some conditions,

the use of this and similar fables and stories is justifiable; but not when the purpose is to create a love of truth, and a disposition to conform one's life and conduct to its requirements.

This illustration will be sufficient to indicate the method of ethical instruction and training which the principle of direct and positive suggestion requires. The lessons of the home, the school, the platform, and the pulpit all unite to prove the futility of attempting to lead either the young or the more mature into love for excellency and goodness, in character or conduct, by employing negative and "contrary suggestion."

Even a very little reflection should be sufficient to make it evident that shunning vice because it brings suffering, or avoiding lying because it is, on the whole, unprofitable, does not necessarily lead to a love of virtue and truth. The fear of the results of evil doing is not by any means the same thing as the love of right-doing. It is the love of the good and not the fear of the evil that is needed to make really excellent men and women of the boys and girls in our schools.

NATURE NOTES. No. 2.

By J. J. Burns.

I wonder whether our Circle people who enjoyed Riverby a few years ago, have noticed in the August Century an article by the author of Riverby. For fear some of

them have not, I rise to make mention of it. Mr. Burroughs tells in his charming way his reason for selecting the place for his cabin called "Slabsides" and why he so named it; not a thing of art but Nature with the bark on it.

The robins followed him and marked this new rustic homestead for their own; receiving, when they came, the song-sparrows and chippies.

Here on a page farther along is a picture of Slabsides. It makes the looker-on pass resolutions about his future way of life. Pictures also, of the robin's first journey from home, of the crested fly-catcher, the creeping warbler, the red-winged blackbird; but there are many birds in the text not seen in the pictures.

It is at least a trifle like having a cabin of one's own somewhere, with birds for neighbors, to carry "Glimpses of Wild Life about My Cabin," out into the shade of a door-yard maple, and read; with the eyes frequently turned from the book to watch the sparrows and the robins jumping into the little pond in the grass where the hose is playing, ducking their heads under water, flapping their wings and splashing in evident glee, then mounting to a perch overhead to shake off the water-drops and dry their feathers, before darting over to the grape-arbor for an early supper.

The companions of my short walks over the border of the great outdoors may remember that in the October Monthly, I declared my next paper should have for its theme, The Birds at Put-in-Bay, — those that were apparent after the migration of the teachers. It seems to me better to postpone that cheerful topic, perhaps till "Winter comes to rule the varied year," as Thompson, who wrote about the seasons, said, — I had written it "inverted year," but that's Cowper — and now to talk a little about what we may see and hear in these days before and after the autumnal equinox.

The evening of the 11th inst. and that of the 12th a katydid on a tree near the front door spent an hour in proving the truth of a statement I have read, that as the evenings grow cooler and the tide of life among the arboreal minstrels subsides, their songs gradually become weaker and shorter, and the katydid abbreviates its call to two syllables — a staccatoed "katy," "katy." The object of this stridulous sentence, "katy did," is always lacking; now the predicate is gone. The subject did not repeat its lonesome song service, for the next evening no sound came from that leafy covert. The fire was going out.

Sept. 14. A long walk alone, but not altogether lonely, over the Aug-

laize by the bridge directly south of town, up a hollow or glen which opens upon the river close by the bridge, till I came to the beginning, or shall I call it the end, of this fine example of erosion, in a brown field shimmering in the autumn sunshine. My tramp continued through a wood till it led into another glen which in wet weather discharges a stream into the river, near by an island upon which stands a mound built by human muscles in the lang syne. All that I brought back in my hands from this modest expedition, was a fall bouquet to grace the table awhile and then retire to a perch upon the wall, where its faded yellow and purple and blue, during the many and long winter days, will be a memory that flowers have been, and a sure hope that flowers will be. There were goldenrods, and ironweeds and lobelias and asters and dogwoods with bright berries, and gerardias, and a single wild-rose bud.

In bright sunny places the music of the crickets and of the green grasshoppers thrilled and quivered with an effect upon the ear something like the shimmering of the heated air upon the eye. Few birds came into view; a half dozen meadow-larks, a dowve, a chick-a-dee not seen but heard, some bluebirds in an open bit of woods reviving the sports of spring.

At dusk, as upon several preceding dusks, two of those moths,

as large almost as humming-birds, visited the clematis, which was still in bloom and lading the evening air with its incense, and darted about from flower to flower very much as the hummer does and with as loud a hum.

Sept. 16, the concert in the trees, vines, and grass, reached high tide. Such evenings, in our latitude, characterize as truly the Augusts and Septembers, as spring beauties and hepaticas our Aprils and Mays, and icy winds and whirling snows our Decembers and Januaries.

Is the resulting sensation, upon him who has ears to hear, one of joy or of sadness, or is it a plaintive mixture of the two, a "cheerful melancholy," as it has been described by someone.

Coleridge thrusts a sharp pen through Milton's melancholy nightingale:

'A melancholy bird'! Oh! idle thought!

In Nature there is nothing melancholy. But the poet wants room for a few exceptions to his confident statement, for elsewhere he speaks of "whatever melancholy pleasures the things of Nature utter"; and in looking about for fit materials with which to wreath the tomb of Burns, he finds:

On a bleak rock, midway the Aonian mount,
There stands a lone and melancholy tree
Whose aged branches to the midnight blast
Make solemn music.

I am not blind to the fact that the word is used to designate moods all the way along the road, from quiet reflection to the verge of madness; and also is applied to sights and sounds that tend to induce those moods.

Sept. 29. Since my last somewhat fervid entry there has been no temptation to linger under trees at twilight and later, listening and musing. It has been almost continuously cold; much of the time, cloudy. Foliage is beginning to ripen and to show its autumnal colors and the little rhymes are beginning to credit to Jack Frost. A flock of grackles came down the wind into one of our maples, swaying and chattering, while a detail therefrom contested with the house sparrows the right to pick seed from the well-ravaged sunflowers, the real gainers from the strife being a pair of Plymouth Rocks who took as their share what fell to the ground. Withal some was left for the goldfinches who visited the tall brown stalks the next day. This chanced to be the day when the sun in his course down the ecliptic crosses the "Line," and when, so far as times and seasons are con-

cerned, Earth's axis does not incline. Speaking of skiey things, one of my educational papers from farther west publishes a "September Star Study," crediting it to a paper farther east. It gives also the position "about this time," as the almanacs used to say, of certain planets; and this statement puzzles me: "Saturn can be seen in the early evening between Virgo and Libra;" and "Jupiter is visible in the early morning, between Gemini and Cancer." All we farmers know that Taurus brings the Pleiades above the eastern horizon soon after dusk early in the fall as a sign it is corn-husking time. Why then wait till morning to see big Jupiter if he is between Gemini and Cancer? And is not Saturn not only east of Libra, but east of Scorpio, quite a distance at that? What September is meant, I wonder? Saturn was in these same heavenly spaces three decades ago. Since then he has once turned the Zodiac in his thirty-year circuit, and has started again upon his long, long year. I have marked twice his slow march through Scorpio, and hope that nothing will prevent his keeping our next conjunction.

HELPS, HINTS AND SUGGESTIONS.

To live content with small means: to seek elegance rather than luxury, and refinement rather than fashion: to be worthy, not respectable, and wealthy not rich: to study hard, think quietly, talk gently, act frankly.

To listen to stars and birds, to babes and sages, with open heart: to bear all cheerfully: do all bravely, await occasions, hurry never — In a word, to let the spiritual, unbidden and unconscious grow up through the common.

This is to be my symphony.

—*Channing.*

"Janus am I; oldest of potentates;
Forward I look, and backward, and below

I count, as god of avenues and gates,

The years that through my portals come and go.

I block the roads and drift the fields with snow;

I chase the wild fowl from the frozen fen;

My frosts congeal the rivers in their flow;

My fires light up the hearths and hearts of men.

—*Longfellow.*

Janus the Roman god, patron of all beginnings, god of past, present

and future is, according to some mythologists, the son of Apollo. Although native to Thessaly, he went to Italy at so early an age that he was unknown to the Greeks. In his own city of Janiculum on the Tiber he shared his throne with Saturn. Together they governed so wisely that their reign has been called the Age of Gold. Janus is usually represented with two faces although some give him three and even four. The two faces indicate his knowledge of the past as well as his acquaintance with the future. He was also the god of peace and war and had numerous temples throughout Italy. In times of war the temples were opened wide, for the people were in need of aid and comfort. When peace reigned the doors were closed. Only three times in seven centuries were the gates closed so belligerent were the Romans.

The beginning of every new year, month, and day was held sacred to Janus and one month bore the god's name. On the first day of the new year festivals were held in his honor. Friends exchanged calls, good wishes and gifts — a Roman custom still in vogue and only recently gone out of fashion in our own land.

NOTES ON ARITHMETIC—NO. 1.

In too many instances the teaching of a subject is governed by extreme views of its importance or lack of importance, practicability or impracticability. This is especially true of the teaching of arithmetic. By many in the past arithmetic has been considered the one study of special importance. The writer can well remember that, when a boy in the country schools, the pupil who could prove his ability in arithmetic by "ciphering down" all the competitors was always considered the "best scholar," and the teacher who could solve the greatest number of arithmetical conundrums in the shortest space of time and advance the boys and girls the most rapidly over the pages of their arithmetic was the teacher who was in greatest demand. There are perhaps a few persons who still hold this extreme view of the importance of the subject, but as a rule we believe that the present tendency is to underestimate its importance, and it is no uncommon thing to hear the opinion expressed in these latter days that very little attention, if any, should be paid to the teaching of arithmetic in the primary grades, and that, after all the sub-

ject is not a very important one in any grade. While we are not in sympathy with the first class who overestimate its importance to such an extent as to lead them to give so much time to the work that other equally important studies are neglected, on the other hand, we have even less sympathy with those who would strive to correct the mistake by going to the other extreme of so underestimating its importance as to lead them to think that the subject can be taught, if at all, "incidentally." Under some of the proposed reforms of the day, we need to exercise great care lest the last state of the schools shall be worse than the first. Arithmetic is an important subject and it should be carefully and systematically taught and while we have no startling opinions to express or no methods remarkable for their originality to offer, we shall try in the coming months to present to our readers a few "Notes on Arithmetic" outlining in a plain, simple manner some things which observation and experience have taught, with the hope, not of adding anything to the wisdom of the world, but of helping those who have this important subject to teach.

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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
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PAPER.

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American School Board Journal.....
.....	Milwaukee, Wis.
American Journal of Education..	St. Louis, Mo.
Canada Teacher	Toronto, Canada.
Colorado School Journal.....	Denver, Colo.
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Northwestern Monthly.....	Lincoln, Neb.
Ohio Educational Monthly....	Columbus, Ohio.
Pennsylvania School Journal....	Lancaster, Pa.
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Primary School.....	New York, N. Y.
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School Journal.....	New York, N. Y.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Texas.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.	Madison, Wis.

THE next State Examination will be held in Columbus, Ohio, Tuesday, Wednesday, and Thursday, June 19, 20, 21, 1900. All communications regarding it should be addressed to W. W. Boyd, Painesville, O.

THE old year with its trials and troubles, its joy and happiness, its failures and successes, its hopes and disappointments has gone, and the new year with all its opportunities and responsibilities is at hand. Happily for us the past cannot be recalled, and the future is not revealed. The "living present" is all the time that we have in which to perform the duties of life, and it is our earnest wish that these duties may be so successfully performed

that the new year may be indeed a happy one to all.

A MEMORIAL Service, appropriate and impressive, in honor of Dr. Edward Orton, was held in the University Chapel, O. S. U., Sunday afternoon, November 26. Prayer was offered by President Thompson, and the University Choir rendered two beautiful selections. Addresses were delivered as follows: Edward Orton, Educator, Dr. T. C. Mendenhall, formerly a member of the O. S. U. faculty, but now president of the Polytechnic School, Worcester, Mass.

Edward Orton, Geologist, Dr. G. K. Gilbert, formerly an associate with Dr. Orton in the Geological Survey of Ohio, but now connected with the work of the U. S. Geological Survey.

Edward Orton, Administrator, Hon. T. J. Godfrey who has served as a member of the board of trustees of O. S. U. for more than twenty years.

Edward Orton, Citizen, Dr. W. H. Scott of the faculty of O. S. U.

Edward Orton, Associate, Professor S. C. Derby, also of the faculty of O. S. U.

It is impossible to give even an outline of these carefully prepared and inspiring addresses delivered by the persons named, all of whom had known Dr. Orton so intimately for so many years. The lesson of the day taught plainly that in each and every capacity, educator, geol-

ogist, administrator, citizen, and associate, Dr. Orton was always true to his trust, and that while he has passed from us in bodily form, his influence still remains to bless all who were so fortunate as ever to have come in contact with his pure life.

ON page 588 of the DECEMBER MONTHLY, reference was made to a quotation from the editor's preface to "Teaching the Language Arts," and in the copy sent in by the editor, the quotation was properly credited to Dr. Harris. Through a misunderstanding, the proof readers made a change, and incorrectly credited the quotation to Dr. Hinsdale.

REPORTS from teachers' associations both county and sectional indicate that great interest is manifested by the teachers everywhere in their work, and we can not help expressing the conviction that notwithstanding all that has been said recently regarding Ohio's poor record in educational matters, and her lack of appreciation of educational progress, and her untrained and poorly equipped teachers, it is not such a disgrace after all to live in Ohio, and be a Buckeye Teacher. We regret exceedingly that engagements in Pennsylvania institutes beginning October 16 and continuing to the first week in January have made it impossible to meet with our friends in any of the

meetings held the past three months, but we are looking forward with a great deal of pleasure to filling a number of engagements later on which will bring us once more in close contact with the teachers and friends of a number of counties in Ohio.

THE present age has its share of so-called educational reformers who have gained some notoriety by finding fault with all existing conditions, and by saying a few things in a rather startling manner. A careful analysis of their criticisms will show that in the majority of instances either the conditions they complain of have long since ceased to exist, or that, if in existence, nothing of a practical nature is offered by them as a remedy. The statements made by many of these reformers are clothed in language of such a character as always indicates an attempt to cover up very small ideas with very ponderous words. We were very much impressed some time since by a statement, made to us by a real leader in the educational world who is wise enough to use simple language to express his thought, to the effect that the difference between a "Radical" and a "Conservative" in education is found in the fact that the former, in discussing educational theory and practice, always uses language that can not be understood, while the latter always expresses his thought in such a simple,

direct manner, that any one can easily grasp his meaning.

In this connection we take pleasure in publishing, by the permission of our good friend, Supt. George Howell of Scranton, Pa., his definition of an "Educationist" furnished upon short notice by the request of an institute recently held in his city. We heartily commend it to the careful, and if necessary, the prayerful consideration of our readers:

"An Educationist is an iconoclast who never rebuilds; a person who grows lonesome with himself, pilfers German thought and feeds on foreign ideas; one who can not teach but believes in his own conceit that he can tell others *how* to teach; one who hates the average child, but loves the precocious freak; one who knows not the child that God made, but the one He should have made; one who carries a kodak and puts his best expression in our monthly magazines; one who struts about convention halls asking for the president who wants to see *him*; one who has thoughts too deep for expression, but nevertheless wants to be on every N. E. A. program; one who has inherited no legacy from past generations; one who is *sui generis*; one who thinks W. T. Harris has never been to school and gauges the "Old Man" with a five foot rule; one who sees the pedagogic method but is blind to actual results; one who does a wholesale business in fractions, can tell the time required to recognize each letter of the alphabet, give its size on the retina and the depth of its impression on the brain; one who has a formula for every mental disease; one who believes there is too much

of God in poetry and religion; one who believes that the recitation is an opportunity not for the pupil, but for the teacher, to tell what he knows; one who believes that the science of teaching can be found in the academic branches as taught in the normal schools; one who believes that normal schools should be supported by the state and preferred millionaires and that the carnival and the vaudeville should be employed to embellish a common school education; one who believes in one man power and a monarchical form of school government; one who believes not in mass education but in tutor pedagogy; one who thinks himself the disembodied spirit and resurrected soul of Herbert; one whose chief and lofty aim in life is to be thoroughly advertised; one whose degree (Ph. D.) outweighs the man."

THE cigarette has received a hard blow in the recent order issued by the Southern Railway System in South Carolina against the employment of any one who smokes tobacco in that form. The rule provides that all employees who now smoke cigarettes must either give them up or lose their positions, and that in the future no one who is a cigarette smoker will be engaged by that corporation in any capacity. The superintendent has become convinced that habitual cigarette smokers are untrustworthy, and, therefore, the above named action has been taken. We hope that the time will soon come when boards of education will take similar action,

and absolutely refuse to employ, or retain in their employ any teacher who is addicted to the vile habit of cigarette smoking. Perhaps the time may come, too, when college authorities will refuse to have in attendance students whose whole physical and mental, to say nothing of moral vigor is being sapped daily by the use of the cigarette. Only positive and severe measures will ever avail in stamping out the nuisance, and it is hoped that the action of the superintendent of the Southern Railway System will furnish an example to be followed by many others in authority.

SECRETARY SHEPARD notifies us that the final statistics of the Los Angeles Meeting show a total membership of 13,653, distributed as follows:

North Atlantic Division, 1,721; South Atlantic Division, 363; South Central Division, 818; North Central Division, 5,225; Western Division, 5,485; Foreign, 41.

Of this number, California furnished 4,357; Illinois, 1,212; Ohio, 579; and Pennsylvania, 537.

WE feel certain that the publication of the following letter will be of great interest and benefit to many of our readers who will be glad to take advantage of the conditions named therein for securing this valuable map of the United States. The cost is only nominal when the merit of the map is taken into con-

sideration, and, no doubt, in many instances, boards of education would avail themselves of the offer were attention called to it, and thereby furnish the schools under their control with these maps :

DEPARTMENT OF THE INTERIOR.
WASHINGTON.

Attention is called to the fact that the Department has recently published a wall map of the United States, prepared under the direction of the Commissioner of the General Land Office, 4 feet 11 inches by 7 feet 2 inches in size, mounted on muslin and attached to rollers ready for immediate use. In addition to the features ordinarily characterizing maps of the country, on this are shown by clearly defined boundaries, the several acquisitions of territory upon this continent by the Government of the United States as determined by the latest investigations, together with all military, Indian and forest reservations.

It is supplied by the Department at eighty cents per copy, the cost of printing, mounting, etc. The law permits the sale of only one copy to any individual, but to schools and other institutions as many copies can be furnished as are desired for separate buildings or departments.

The Department also publishes small maps about 2 1/2 by 3 feet, unmounted, of the several States and Territories in which public lands of the United States are located, which are sold at 12 cents per sheet.

All remittances in payment for maps should be by draft or postal money order made payable to the

order of the Financial Clerk, Department of the Interior.

EDWARD M. DAWSON,
Chief Clerk.

December, 1, 1899.

**STATE ASSOCIATION OF TOWNSHIP
SUPERINTENDENTS.**

State Association of Township Superintendents, numbering about fifty, from thirty different counties of our state, held four very profitable sessions in room 633 of The Great Southern Hotel, Columbus, Ohio, beginning at 10 A. M. Tuesday, December 26, '99.

After a few appropriate remarks by Chairman Dickey, the Secretary, Supt. S. O. Hale of Greene Co., being absent, Supt. D. H. Barnes, of Bath Tp., Greene Co., was chosen to act in that capacity.

This meeting was one full of enthusiasm and proved to be a wonderful inspiration to those present.

The following questions were discussed: "Should the Brorein Law be Changed?"; "How Can We Improve the Teachers' Meeting?"; "Are We in Favor of a State Normal School?"; "Should the Township High School Undertake to Prepare Its Pupils for College?"; "How Can a Superintendent Help His Teachers?" A gist of the entire meeting may be summed up by the resolutions adopted, which were as follows.

"WHEREAS, The State Association of Township Superintendents of Ohio has entered into a consideration of a few of the important subjects relative to the supervision, to the general educational advancement of the rural communities, and to the necessity for professional training of teachers of our state; therefore, be it

"Resolved, That the Brorein Law can be improved by electing five citizens of the township at large, to have in charge the entire management of the township schools — these members to receive a small compensation for their work."

"That the Township High School course should be taught so thoroughly that no branch here finished need be taken again on entering any college."

"That the custom, in some parts of the state, of requiring pupils to be able to secure a teacher's certificate, or the equivalent, before they are eligible to graduation from the village or Township High School, be condemned by this association and that the various superintendents do all in their power to discourage this practice."

"That, in as much as the pupil holding a Boxwell diploma is entitled to admission into any High School in the county, we encourage county examiners to make the standard of examination reasonably high enough to meet the entrance requirements of the average High School in the county."

"That this association ask the Legislature to enact a law making it compulsory on all townships to adopt a course of study for the sub-district schools and further that we recommend township or district supervision."

"That the state association of township superintendents recommend that a series of Normal Schools be established in the state of Ohio, the object of which shall be to raise the standard of excellence of the teachers in the *public schools* of the state by affording them courses of instruction in the *history, science and art* of education and in the methods of teaching all the branches which pertain to a *common school* education."

The following report by the committee on nominations was received and adopted for the coming year: President, R. B. Clark, Ashtabula County; Vice-President, S. W. Allen, Mahoning County; Secretary, D. H. Barnes, Greene County; Executive Committee, J. Reuben Beachler, Montgomery County; C. L. Dickey, Franklin County; W. G. Scroggie, Huron County.

D. H. BARNES, *Sec'y.*

STATE ASSOCIATION OF SCHOOL EXAMINERS.

— The Sixteenth Annual Session of the Ohio State Association of School Examiners was held in Columbus, December 27 and 28.

This meeting was one of the most successful ever held by the Association. The discussions were limited to the list of topics given on the program and no unnecessary arguments were allowed to be presented. In fact, great credit should be given President D. C. Meck for the way in which he looked after the interests of all present. In the discussions Wednesday, the sense

of the Association seemed to be that:

1. It is not wrong for a County Examiner to instruct in Institutes.

2. There could be no uniform system of grading manuscripts.

3. A county certificate should not be recognized throughout the state.

4. Applicants should be allowed to carry good marks.

5. The pay of an examiner is not commensurate with the work performed.

6. A higher standard set by the County Examiners results in raising the salaries of teachers.

7. That we might improve our professional certificates by recognition of high grades made in common branches.

8. That the demanding of certificates by some boards of education before they will permit their pupils to graduate, is an injury not only to the profession of teaching, but also to the pupils themselves.

On Wednesday evening the committee on resolutions submitted the following which were unanimously adopted.

Resolved, That this Association endorse the report of the Committee on Legislation, which is as follows.

An act embracing a system of five high grade Normal Schools should be passed by this session of the General Assembly, and that we recommend that at least one of

these schools be established immediately.

That the object of these schools should be to raise the standard of excellence of teachers in the public schools of the state by providing courses of study in the science, art, and history of education, school economy and methods of teaching the various branches, and that we recommend that requirements for admission be graduation from approved schools.

Resolved, That section 4069 should be amended by inserting after the first sentence: All persons appointed as county examiners must have either a degree in a literary course at a reputable college, a state certificate in Ohio, or a five or eight years' certificate in the county in which they reside.

That section 4071 should be amended as follows:

There shall be not more than ten meetings in any year unless the average number of applicants exceed fifty per meeting in the preceding year, in which case the number of meetings may be increased in the following year until the average number of applicants based on the attendance of the preceding year shall be reduced to fifty per meeting; but the number of meetings in a year shall not exceed eighteen.

J. L. TRISLER,
CHAS. HAUPERT,
L. L. PEGG,

Committee.

The nominating committee reported the following officers for the ensuing year: President, S. A. Stillwell, Warren County; Vice-President, G. W. Brumbough, Montgomery County; Secretary, H. H. Phelps, Richland County; Executive Committee, H. A. Stokes, Chairman, Delaware County; F. B. Dyer, Hamilton County; H. B. Williams, Erie County.

F. G. CROMER,
F. H. FLICKINGER,
E. S. NEELY,

Committee.

PUT-IN-BAY.

The Executive Committee of the State Teachers' Association met in the Chittenden Hotel, Columbus, on the evening of December 27th and continued in session until noon on the 28th. All members were present. The date fixed for the next meeting was June 26th, 27th and 28th. It was decided to hold the meeting at Put-in-Bay, provided the contemplated arrangements were satisfactorily concluded. The Hotel Victory promises even better things than last year. The railroads will meet all reasonable requirements. The only difficulty has been in the steamer transportation. The representative of the D. & C. Transportation Company assured us that the boats could be held to accommodate passengers at Toledo and Cleveland and that all boats would stop at Put-in-Bay, the weather

permitting. The question of extending the time limit of the tickets was also discussed. A final report, which is expected to be satisfactory on all these points, will be made at an early date.

The program was arranged in accordance with the resolutions adopted at the last meeting and provides for a forenoon session of two hours and an afternoon session of an hour and a half for the General Association. In this program a number of questions of interest to primary, intermediate, high school and college teachers will be discussed. The committee has arranged an unusually strong program which will be announced as soon as the persons selected have signified their acceptance.

A popular entertainment has been provided for Tuesday evening to which an admission of twenty-five cents will be charged. This will be followed by a general reception. The annual address will be delivered on Wednesday evening.

The committee aims to make this one of the most practical and enjoyable meetings of the Association ever held. Let the teachers of Ohio plan to attend.

STATE EXAMINATIONS.

The Ohio State Board of School Examiners completed the work of the session December 28 and announced the following as being successful applicants:

HIGH SCHOOL.

Geo. P. Ginn, New Holland.
 H. D. Grindle, Columbus Grove.
 Geo. M. Korn, Barberton.
 J. A. Maurer, Crystal Springs.
 W. H. Meck, Dayton.
 E. S. McCall, Cheshire.
 J. H. Painter, Wilmington.
 Wm. C. Reeder, Dayton.
 Alfred Ross, Carysville.
 J. H. Secrest, Antwerp.
 C. E. Thomas, Mendon.
 N. D. O. Wilson, Cardington.
 Miss Madge Devore, Lockland.

COMMON SCHOOL.

Frank Appel, Piketon.
 Winfred Q. Brown, Moscow.
 Harvey E. Beatley, Urbana.
 Orrin Bowland, Ada.
 C. S. Bunger, El Dorado.
 John B. Conard, Bridgeport.
 C. H. Copeland, Stewart.
 F. A. Cosgrove, Perrysburg.
 J. A. Drushel, Frankfort.
 Edgar Ervin, Syracuse.
 Ed. A. Evans, Pataskala.
 J. H. Finney, Lucasville.
 B. H. Games, Alton.
 Carlton Henry, London.
 William H. King, Ashtabula.
 Livingston McCartney, Hopkinsville.
 Jesse McCord, Bloomingburg.
 Elbert O. Parker, Rocky River.
 J. E. Petit, New London.
 C. A. Puckett, Lynchburg.
 Charles A. Sager, Jackson Center.
 Carl C. Smith, Rural Dale.
 Oliver Swisher, Cleves.

Wilbur O. Weir, Ridgeway.
 Frank E. Wilson, Amanda.
 Jonathan B. Wright, Wilmington.
 G. E. Wright, Fultonham.
 Mrs. Lulu Ware, Eaton.
 Miss Nora B. Windate, St. Marys.

SPECIAL.

Music.

Miss Sarah E. Galloway, Xenia.

Penmanship.

A. H. Stedman, Cincinnati, O.
 There were seventy-six persons enrolled for examination, sixty-seven of whom were men and nine women.

The Board organized for next year as follows: President, W. H. Meck, Dayton; Clerk, W. W. Boyd, Painesville; Treasurer, M. E. Hard, Bowling Green. The other members of the Board are: C. W. Bennett, Piqua, and J. D. Simkins, St. Marys.

There will be two meetings in 1900 in Columbus. On June 19-20-21 and December 26-27-28. Any inquiries relating to the state examination should be addressed to Supt. W. W. Boyd, Clerk, Painesville, Ohio.

EDUCATIONAL NEWS.

—D. F. Shafer, O. T. R. C. secretary for Richland county has issued a very suggestive and helpful circular to the teachers of the county outlining the work to be done.

— We are glad to note from the program of the Kansas State Teach-

ers' Association that our friend and former Ohio teacher, Supt. Frank R. Dyer of Wichita, is president.

—The public will be glad to learn that the American Book Company have purchased the entire list of high school and college text-books which Harper & Brothers found it expedient to part with in their recent reorganization.

The books thus secured number about four hundred titles. They include important works in literature, history, mathematics, natural science, and ancient and modern languages. A large number of these are well known to scholars and specialists throughout the country, and have been in publication for some years. These are works of standard excellence, which are practically without competition in this country. There is also the very widely used and approved Rolfe's Shakespeare in forty volumes, annotated for school use and special study, and other English Classics similarly edited. Then there are some twenty Latin, Greek, and Classical dictionaries, which are monuments of critical study and are unrivaled in their respective fields. The Student's History Series, containing some thirty volumes, is well known in higher schools and to special students of history.

Among the recent works brought out by Harper & Brothers, which have had immediate endorsement of the best scholars and have enjoyed

wide use among the best secondary schools of the country, are Hill's Rhetorics, Phillips and Fisher's Geometries, Ames's Physics, Buehler's Exercises in English, and there are other still newer books which promise equally well.

An important consideration to the American Book Company in this purchase, as furthering their general policy in this line of publication, was the acquisition of a large number of books soon to be published, written by many of the best known men in leading colleges and universities.

—“The X-Rays” is the East High School, Columbus, Ohio, magazine. It is well named, and is up-to-date in every particular. We congratulate the editors, business managers, and the high school which they represent, on the fine appearance of the magazine as well as the excellence of its contents.

—Supt. F. F. Main, South Charleston, Ohio, announces the sad news of the death of Miss Margaret Miller, for many years a very successful teacher in Clark and Green counties.

—The readers of the MONTHLY will be pained to hear of the sudden death of the wife of Supt. S. E. Pearson, of Anna, Ohio, December 13, caused by hemorrhage of the brain. Our deep sympathy goes out to Mr. Pearson in his sad bereavement.

—The following instructors have been engaged for the Wayne County Institute: Hon. Henry Houck, Harrisburg, Pa.; Prof. A. J. Gantvoort, Cincinnati; Supt. F. B. Dyer, Madisonville. The Institute will be held at Wooster, the week commencing August 13, 1900.

—Hon. Howard J. Rogers, Director Education and Social Economy, Paris exposition, whose address is Albany, New York, has sent out an announcement of an International Congress of Teaching of Modern Languages, which will be held in Paris in 1900. All who are interested in this congress should write Mr. Rogers for particulars.

—Supt. Rayman, of East Liverpool, has added another teacher to his high school corps, and German, bookkeeping and manual training to his course of study. The School Lecture Course, so successfully managed last year, bids fair to be even more successful this year. There is already over \$1,200 in bank to the credit of the Lecture Course Fund.

—The Sixteenth Annual Catalogue (1899-1900) of the Tri-State Normal College, Angola, Indiana, shows that that flourishing institution is doing excellent work. At the beginning of the second fall term, October 24, 1899, a class of twenty-seven students in Greek

was started, and the preceding term a class of forty was organized in logic. These facts indicate that the sentiment of the school is in favor of systematic and thorough work in those studies which stand for something definite in regular college work. As a result such institutions as Ohio Wesleyan University, Oberlin, Hiram and Wooster accept the work done at the Tri-State Normal, and it is greatly to the credit of this school that many of its graduates continue their studies in other institutions after completing its course. Under such conditions it is not at all surprising that nearly half of its students are from Ohio, and that its faculty is composed largely of "Buckeyes."

—At a recent election the city of Findlay voted to erect a new high school building at a cost of \$50,000. We congratulate the teachers and pupils upon the prospect of early relief from the crowded condition which has existed in that city for several years, due to the lack of sufficient room on the one hand, and to the rapidly increasing attendance on the other.

—Supt. C. N. Keyser of London recently gave a very successful exhibition of wireless telegraphy before a number of invited guests. The experiment will be continued in the future with a view to carrying the signals to a greater dis-

tance. Perhaps our good friend may be able to devise some plan of treating with irate parents at a safe distance.

—The first bi-monthly meeting of the Clinton County teachers was held in the Friends' Church at Martinsville on Saturday, December 16. The morning session was given to geography and geography teaching with special reference to the so-called "New Geography." Several papers were read and quite an interesting discussion followed from which it appeared that not all of the geography teachers in Clinton County are in sympathy with the new geography idea.

In the afternoon Supt. R. E. Andrew of Blanchester spoke on history teaching. President J. B. Muthauk of the Wilmington College addressed the association on "The Unconscious in Education."

The attendance was unusually large and the meeting throughout was an enthusiastic and helpful one.

—The Darke County teachers met in their second adjourned session at the High School building Greenville, O., December 16, 1899. Supt. H. V. Morris of Bradford, O., read an excellent paper on "Supplementary Work in Country Schools." He handled his subject in a way that showed a very careful study of the theories advanced, showing how arithmetic, geography, and especially reading should

be supplemented. The paper was discussed by Supt. Van Cleve of Greenville, and Supt. Wilkin of Union City. The address of Prof. O. E. Harrison of Franklin, O., was well received by his friends. The subject of "Citizenship" is one to be carefully taught in our schools and we were glad to hear him discuss it so ably.

The next session will be held in February 1900.

—The second bi-monthly meeting of the teachers of Mercer county was held at Celina, Dec. 16. In the forenoon the round table topics were discussed. In the afternoon Supt. W. A. Brown of New Madison, O., read an entertaining and instructive paper on "Factoring." J. F. Frick followed with an entertaining talk on "School Teachers as Housekeepers." O. E. Behymer addressed the institute on "Latter day Poetry." John T. Omlor read an able paper on the "Progress in Education." The next meeting will be held some time in February.

—The second bi-monthly meeting of the Belmont County Teachers' Association was held at Barnesville, December 9, with S. H. Layton as President. Good music was furnished by the High School Chorus and a Sextette of young ladies. Good discussions were a pleasing feature of the program: "Power vs. Effort as a Basis of Promotion" was dis-

cussed by Miss Nora Clark of Barnesville. "State Normal Schools for Ohio" by A. A. McEndree, Bethesda. "The Citizen" by E. F. Barnes of Morristown. "The Influence of the Primary Teacher"—Miss Phama Bair, Bellaire. Hon. L. D. Bonebrake spoke on "The Authority and Duty of the State in Educational Affairs." This is one of the best addresses we have heard given by the Commissioner and it was appreciated by teachers and citizens. The meeting was pronounced the best ever held in Barnesville.

—The second bi-monthly meeting of the Champaign County Teachers' Association was held at Urbana on Saturday, December 16, 1899. The morning session consisted of two actual class recitations. The first, a chart class recitation was conducted by Miss Anna J. Weaver, of the Urbana schools, in a very efficient manner, and which was of especial value to primary teachers. A fourth grade class recitation in Arithmetic was conducted by Miss Bertha Heiserman, also of the Urbana schools. This recitation was very interesting and was the means of much informal discussion. In the afternoon Rev. J. A. Story, D. D., of Springfield delivered an address on "Will the English Language Prevail?" This was an inspiring address full of thought and logical. It was listened to attentively by quite a large

audience, who thoroughly appreciated the flow of reason.

—The Western Ohio Superintendents' Round Table met at Dayton November 30 and December 1 with Supt. Rose of Hamilton as chairman. The meeting was well attended, and the discussions lively and well sustained. Many topics were discussed and left hanging in the air, but conclusions were reached upon others as follows: Civics should be taught incidentally from the beginning—systematically in upper Grammar Grades, and can best be correlated with History, Geography and Reading.

Latin, Algebra, perhaps Geometry, and General History will be introduced into Grammar Grades, with elimination of technical English Grammar and much so-called Arithmetic. Mother's meetings may be either of great benefit or great injury to a school, according to the manner in which they are conducted. Reading clubs among ex-pupils may be made to yield valuable results. School decoration should be carefully handled, one good picture is better than many soap hangers, and a good photo better than a poor "hand-painting."

Perhaps the most interesting feature was the account given by Mr. Crane, of the Dayton High School, of his way of dealing with Burke's Conciliation.

Officers elected for next term are: President, J. D. Simkins, St.

Marys; Secretary, F. G. Cromer, Franklin; Executive Committee, W. S. Cadman, Norwood, Cincinnati; R. W. Himes, Covington, O.

— Butler county reports a very interesting association at Hamilton, November 18, 1899. Miss Emma Dann discussed "The Educational Value of Good Pictures," and Miss Martha A. Bortel read a carefully prepared paper on "Bad English of Educated People." At the afternoon session, President Tappan of Miami University delivered an excellent address.

— We hear good reports of the work of Supt. Welsh of Lancaster. The per cent. of attendance in November was 97.3. A new catalogue of the schools will soon be issued.

— The many Ohio friends of J. W. Scott, formerly superintendent of the Loudonville schools, will rejoice to hear that he has completely regained his health, and that he is meeting with great success in his new position as principal of the Garfield School, Colorado Springs, Colorado.

— The last meeting of the Ross County Teachers' Association was largely attended. The main discussion of the forenoon session was on "Negotiable Paper" by C. A. Malone whose remarks were very instructive and helpful. At the afternoon session, Supt. N. H. Chaney delivered an unusually strong ad-

dress on "The Power of Purity in Life and Learning."

— Aaron Grady, who has been so successful in his work as superintendent in Ludlow, Ky., for several years past, has been called to the superintendency at Nelsonville, Ohio, on a two years' election by the unanimous vote of the board. He will be warmly welcomed by his many Ohio friends. An Ohio man, Supt. Frank Appel of Piketon, succeeds him at Ludlow.

— Supt. H. O. Merriman of La Grange has resigned to accept the principalship of the West Side Boy's School, Cleveland, Ohio. The position is a very responsible one, and gives him an increase of \$300.00 in salary over what he has received at La Grange. Some time since we had the privilege of visiting Mr. Merriman in his work, and we know that he richly merits the promotion.

— President W. O. Thompson, O. S. U., made two excellent addresses before the Fairfield County Teachers' Association at its last session. Supt. Welsh of Lancaster also took part in the exercises.

— The Eastern Ohio Teachers' Association held its thirtieth annual meeting in Urichsville and Dennison December 1 and 2. Notwithstanding the inclemency of the weather, the attendance was large and the meeting very enthusiastic. Supt. S. K. Mardis, and Supt. Hobson, who have charge of the

schools in these "Twin Cities," assisted by their teachers and the business men, had made complete preparation for the meeting, and to them its success is largely due. The address of welcome was delivered by Supt. Hobson, of Dennison, and was responded to by Supt. W. N. Beetham, of Freeport. The president of the association, Supt. H. G. Williams, of Marietta, delivered an inaugural address on "The Trained Teacher," which was discussed by Supt. C. L. Cronebaugh, of Cambridge, and others. This was followed by a paper on "School Government," by Supt. Charles Haupt, of Wooster, which brought about a very interesting discussion on this important subject. The annual address was delivered by Hon. N. C. Schaeffer, State Superintendent of Pennsylvania. It is needless to state that this address was of great interest, and practical value. His subject, "Does Education Pay?" was treated in such a manner as to convince any one that it does pay to provide good schools. This excellent address was followed by a reception to the association, given by the teachers of the two towns. On Saturday morning, Miss Theresa Lentz, of Bellaire, read an excellent paper on "The Qualifications of the Teacher as a Basis of Salary," and Prof. Steihl, of the Urichsville schools, discussed the subject of "Vertical Writing." This was followed by an address by

Commissioner Bonebrake on "Needed School Legislation," and a paper by Miss Tappan, of Steubenville, on "First Year's Work." The next meeting will be held at Coshocton, with Supt. H. N. Mertz, of Steubenville, as president, and Supt. J. F. Fenton, of Coshocton, as chairman of the executive committee.

—The teachers of Morrow County met in quarterly meeting at Sparta, Saturday, November 25. The first to appear upon the program was May M. Conway of Bloomfield, who read a very interesting paper showing a close insight into her theme and careful preparation of its analysis, bringing out the points of training the children to live better lives and that ethical culture should be impressed more and more upon the pupils during their school life. This paper brought out interesting comments from Mrs. Gordon and Prof. Jenkins. The remainder of the morning session was spent in the discussion of "Round Table Topics," by Supts. Gordon, Leonard and Prof. Jenkins.

The Ladies' Quartette of Sparta appeared upon the program during the afternoon session a number of times and were heartily encored. Lyde S. Babcock of Marengo was the first to read a paper at the second session of the meeting. This paper brought out the idea of self-government in a skillfull manner, showing that she had weighed its

contents carefully and deliberately. Prof. M. D. Miller of Fulton read an excellent paper on "Power to Interest" which showed that he was full of his subject and knew how to impart it to his auditors. This paper was fairly and impartially discussed by Supt. Moul of Marengo. The teachers of Sparta and citizens welcomed the visiting teachers in the most cordial manner.

—The thirty-sixth meeting of the Jefferson County Teachers' Association was held in Steubenville Dec. 9, and was one of the best both in attendance and interest yet held. A paper on the "Science of Teaching" read by Miss Emma Moncrief of the Mingo schools was a gem both from a literary and a professional standpoint. Walter T. Cope showed that music has a place in education and earnestly impressed upon his hearers the necessity of giving it the place its importance demands. While praise should be awarded to all, probably the most inspiring discourse of the day was that of E. C. Erwin of Annapolis on "Geography in Sub-District Schools." In language clear and concise he took geography teaching out of the rut of question and answer and made it a living reality. At the opening of the afternoon session Hon. M. N. Duval, representative elect from Jefferson County, addressed the association paying a graceful tribute to the loyal support he had received from his

fellow teachers in his canvass for the office and promising his support to all legislative measures having for their object the improvement of the public schools. A vote showed the association unanimously in favor of one or more state training schools. It was also the consensus of opinion that the Boxwell law needed either interpretation or amendment, or both.

Miss Florence Everson teacher of music in the Steubenville schools enlivened the meeting with a highly appreciated solo.

Miss Cable's paper on Picture Study in the Schools, was an admirable production and Miss Browne's discussion of the topic was in words equally fitting. The session closed with an instructive address on "Inevitable Changes" by Mr. S. C. Dennis. A committee was appointed to confer with the officers of the Belmont County Association on the advisability of holding a joint session in the near future.

—The second bi-monthly meeting of the Greene County Teachers' Association for the year 1899-1900 was held in the High School room Xenia, Dec. 16, 1899.

A very excellent and instructive paper was read by Prof. A. F. Maynard, Supervisor of Music in the Xenia schools, in which the distinction between mechanical and expressive singing was clearly shown. The paper was followed by music illustrative of expressive singing.

Pres. W. A. Bell of Antioch College gave the Association a rare treat in an address on Horace Mann. Pres. Bell was connected with Antioch College in the capacity of student at the time Horace Mann was at the head of that institution and was therefore able to speak from a personal knowledge of some of the facts presented. When Horace Mann was told that he had but two hours to live, he called the members of his family and the students of the College to his bedside and, after giving a word of comfort and advice to each, rested his head back on his pillow and with the words, "God, Man, Duty," on his lips passed to his reward. These had been the main-springs of his life.

A semi-chorus by the East Main Street High School was well rendered.

Professor Foerste, Steele High School, Dayton, gave a very profitable lecture on Meteors. He exhibited sections of some of the most interesting forms of meteorites. All who had the pleasure of hearing him were strongly impressed by the fact that he is a clear thinker and practical scientist.

Pres. W. O. Thompson, O. S. U., gave an admirable address in which higher ideals and closer supervision of the study periods were strongly emphasized. He spoke to the delight of all, in his usual frank and fearless manner.

BOOKS & MAGAZINES.

American Book Company—New York, Cincinnati, Chicago:

"*Outlines of General History.*" By Frank Moore Colby, M. A., Professor of Economics, New York University. Half leather, 12mo, 610 pages. Price, \$1.50.

"*Our Country in Poem and Prose.*" Arranged for collateral and supplementary reading by Eleanor A. Persons, Teacher of History, Yonkers Public Schools. Cloth, 12mo, 204 pages, illustrated. Price, 50 cents.

Carpenter's Geographical Reader, "*South America.*" By Frank G. Carpenter, celebrated traveler, and newspaper correspondent. 12mo, cloth, 352 pages. Eight maps in color; 210 illustrations. Price, 60 cents per copy, postage prepaid.

"*The Baldwin Primer.*" By May Kirk. Cloth, 6 1/2 in. by 7 1/4 in., with colored illustrations. 128 pages. Price, 30 cents.

"*A Brief History of the City of New York.*" By Charles B. Todd, Member of the New York Historical Society, Author of *The Story of the City of New York*, *The Story of Washington*, the National Capitol, etc. Cloth, 12mo, 299 pages, illustrated. Price, 75 cents.

"*A History of Education.*" By Levi Seeley, Ph. D., Professor of Pedagogy, State Normal School, Trenton, N. J. Cloth, 12mo, 343 pages. Price, \$1.25.

"*First Steps with American and British Authors.*" Revised and Enlarged Edition. By Albert F. Blaisdell. Cloth, 12mo, 442 pages. Price, 90 cents.

"*Dickens's Tale of Two Cities.*" Edited for schools by Ella Boyce Kirk. (*Eclectic School Readings.*)

Cloth, 12mo, 304 pages. Price, 50 cents.

Educational Publishing Company, Boston, New York, Chicago, San Francisco:

No. 136 of the Young Folks' Library of Choice Literature — "Raphael, a Sketch"; No. 137, "Murillo and Spanish Art, a Sketch"; No. 159, "Rubens, a Sketch"; all of the above by Jennie Ellis Keysor. Beautifully illustrated. Ten cents each, postpaid.

No. 40, "The Rime of the Ancient Mariner." Coleridge. Five cents.

E. L. Kellog & Co., New York and Chicago:

"Lectures on Memory Culture," consisting of the famous lectures delivered throughout the United States and England, by Dr. Edward Pick, Ph. D., M. A. Knight of the Order of Francis Joseph. Author of "A Practical Method of Acquiring the German Language" and other books. Price, \$1.00 net.

Ginn & Company, Boston:

The Athenaeum Press Series. "A Book of Seventeenth Century Lyrics," Selected and edited with an introduction by Felix E. Schelling, Professor of English Literature in the University of Pennsylvania.

"Twelve English Poets," sketches of the lives and selections from the works of the twelve representative poets from Chaucer to Tennyson, by Blanche Wilder Bellamy. The purpose of the book is to show to young readers the direct line of descent of English poetry.

"Ways of Wood Folk," by William J. Long. Illustrated and interesting.

"Heide." A Story for Children and Those That Love Children, by

Frau Johanna Spyri, translated from the thirteenth German Edition by Helen B. Dole, with illustrations.

"Little Wanderers," by Margaret Warner Morley, author of "Flowers and their Friends," "Bee People," etc.

"Stories of Insect Life," by Mary E. Murtfeldt and Clarence Moores Weed.

"A System of Instruction in Qualitative Chemical Analysis, by Arthur H. Elliott, Ph. D., Professor Emeritus of Chemistry and Physics in the College of Pharmacy of the City of New York, and George A. Ferguson, Ph. B., Professor of Analytical Chemistry and Director of the Chemical Laboratory in the College of Pharmacy of the City of New York. Published by the authors, 117 Chambers Street, New York City.

University of Chicago Press, Chicago:

"The School and Society," by John Dewey, Professor of Pedagogy in the University of Chicago. 12mo; cloth, gilt top, 75 cents net.

Houghton, Mifflin & Co., Boston, New York and Chicago.

The Riverside Literature Series. Numbers 135 and 136.

The Prologue, The Knight's Tale and The Nun's Priest's Tale, from Chaucer's Canterbury Tales. Edited with an Introduction, Notes and Glossary, by Frank Jewett Mather, Jr., Ph. D., Assistant Professor of English and the Romance Languages in Williams College. Issued monthly, September to June. Yearly (9 numbers) \$1.35. Single numbers, 15 cents.

Wright and Company, Publishers, 1368-70 Broadway, New York: "Rhymes and Jingles, Jingles and Rhymes, Very Good Things For Christmas Times," by Marjorie Dawson. One of the most attractive song books for children ever published. Beautifully illustrated, by Julia Kyle Hildredth.

"Talks to Young People" is the title of an interesting and helpful little volume prepared and published by Hon. Henry Sabin, Ex-State Superintendent of Public Instruction, Des Moines, Iowa. It is made up of a series of addresses delivered by the author to young people upon various commencement and other occasions. The price is 75 cents postpaid.

S. F. Harriman, Columbus, O., has just issued a beautiful little volume of fifty-eight pages containing an admirable essay on "An Artist Historian" by William Jackson Armstrong with an introduction by Charles B. Galbreath, State Librarian of Ohio. The "Artist Historian" is Dr. John Lord whose death occurred a few years since.

Mr. A. Cahan has cleverly described "Zwangwill's Play, 'The Children of the Ghetto'" in the December "Forum." The author gives a clear portrayal of the play and declares it to be a piece of art. The unjust criticism of the production by some reviewers is answered. As a work of art it speaks for itself.

In the January "Atlantic" Zitkala-Sa writes in musical language of her "Impressions of an Indian Childhood." Rollin Lynde Hart under the title of "Notes on a Mi-

chigan Lumber-Town" contributes another of his lively and graceful articles on different sections of our country. Many other contributions both in prose and poetry make an unusually fine number.

The January "Century" will contain a poem by Rudyard Kipling, "In the Matter of One Compass." Dr. Mitchell's story, "The Autobiography of a Quack," ends in that issue, but another serial by Dr. Mitchell will begin in the March number. It is called "Dr. North and His Friends," and one who has read the manuscript calls it, "an epitome of the science, culture and common sense of the nineteenth century."

The cradle of the new century is a remote, isolated quarter of the globe where there are few people to hail its birth. In that country the twentieth century will be an infant of quite considerable growth before time can speed its dawning into the next nearest habitation of man. John Ritchie, Jr., will tell "Where the New Century Will Really Begin," in the January "Ladies' Home Journal."

Edward F. Bigelow, editor of "Popular Science," a well-known specialist in nature-study, is to conduct a department of "Nature and Science for Young Folks" in "St. Nicholas," and will answer all the questions children will ask him. Another new departure is the St. Nicholas League, an organization of young people wherein prizes are offered for the best compositions, drawings, photographs, etc. "St. Nicholas" will give unusual attention to educational subjects in 1900.

THE OHIO EDUCATIONAL MONTHLY

• FEBRUARY • 1900 •

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No. 2

STATE NORMAL SCHOOLS.

BY JOHN E. MORRIS.

The cry for state normal schools in Ohio has again been lifted up. The motives of those making the cry need not be questioned, neither should those who keep still or vote "No" be classed as "unprogressive." Let honest motives prevail on both sides, and let the question be discussed in the light of the best interests of the commonwealth. The argument that "other states have them" is the argument of the salesman, and not of the schoolman. What we want is the best thing for Ohio. Ohio has led the nation in producing men and women of originality and power, and she may well add to her laurels in leading the nation against too much system. "It is the spirit that maketh alive." That Ohio schoolmen, without state normals, have as much professional spirit as the schoolmen of any state in the Union goes without saying. My experience in Ohio and in another state having thirteen state normals convinced me long

ago that Ohio schoolmen had *more* professional spirit. Some of the best educators of that normal-ridden state are crying, "Good Lord, deliver us," and are advising Ohio never to make the same mistake. The writer of the excellent article in the November Monthly advocating state normals, called attention to the "unanimous vote" at the last state association, and mentioned the fact that the attempt to foist state normals upon Ohio some years ago failed because of opposition from the teachers themselves. I was present when that "unanimous vote" was taken, and I assure my readers that things were not as they seemed. I furthermore predict that when the proper time comes the teachers of Ohio will again defeat the state normal idea. It is time for the people of Ohio to begin honestly to discuss this great question. Every educator in the state should study it and speak and write his true sentiments. It

means much to start even one state normal in Ohio. For if one is started, four more will be wanted immediately, and still more later on. Politics will not and cannot be kept out of them, and normal plums will be just as good eating as any other variety.

Permit me to offer a few arguments against state normal schools.

1. As a general rule the state has no right to appropriate public money for the education of its youth beyond the needs of a general education. If the state has the right to give teachers a normal education, it has the right to give ministers a theological education; lawyers, a legal education; physicians, a medical education, etc

2. There is danger of the state's becoming too paternal. The feeling is too prevalent that we are to *receive* from the state all we can get. The principle of *giving* to the state needs to be inculcated. If state normals gain a footing in Ohio, our legislators will be besieged with great importunity for more money, more money; year after year.

3. State normal schools will be given power to issue teachers' certificates. This will be an injustice to private normals, and to colleges and universities having normal departments. Eventually the legislature will remove all restrictions and the state will be flooded with cheap certificates. The present excellent system of city, coun-

ty, and state examinations will be supplanted, and we will lose the influence, interest, and scholarship of the hundreds of examiners who assist largely in keeping the schools in touch with the people.

4. All that is claimed by the advocates of state normals is now and can be obtained, without expense to the state, in our private normals and normal departments of colleges and universities. If the state is determined to support the normal idea, it were far better to endow chairs of pedagogy in present institutions of respectable standing, than to spend thousands of dollars in building and equipping normal schools just because "other states have them."

5. A friend of normal schools writes, "One great normal university in a state, with a thorough sifting of material and a longer course of instruction, would better serve the people than the multiplication of normal schools with careless habits of selection." But to get a great normal university, and to keep it *great* and free from multiplication is not probable.

6. State normal schools have been in continued existence in this country for sixty years and have had a good chance to show their boasted superiority. Nevertheless an instructor in a state normal, of many years standing, made the following charge against them: "As a rule, they have neither originated

nor executed important movements in education; nor have their instructors, with one or two exceptions, written the epoch-making books for either teachers or pupils. The atmosphere of normal schools

is and has been one of too much method and too little matter; of too much form and too little content; of too much shadow and too little substance."

STATE NORMAL SCHOOLS FOR OHIO.

BY R. S. THOMAS.

Normal schools in the United States are rapidly coming to be recognized as an integral part of the public school system.

State normal schools have been established in every state in the union, except Ohio, New Mexico, and Arkansas. New York has thirteen; Pennsylvania twelve; Wisconsin seven; Massachusetts six; West Virginia six; and all the other states from one to five.

That Ohio should establish and maintain state normal schools is evidenced by the following considerations:

First—It has come to be an accepted fact that trained teachers are as necessary to teaching as are trained professional men in the practice of the professions. This granted, it follows that every state which demands the highest grade of teaching should provide schools for the training of teachers.

Second — Educational training to-day, as can be noted in the great educational journals of the country,

is in the direction of ultimately requiring professionally trained teachers in all of the schools. The great city school systems of the country are already demanding professionally trained teachers, or teachers having had a number of years of successful experience as a condition precedent to their being considered eligible for city positions. In the standard of the teaching qualifications, the cities are entitled to no more than the country schools.

Third—Ohio teachers ought not to be compelled to go into other states to obtain such professional training. Normal schools at home open the doors of pedagogical training to a large class that cannot afford the expense attendant on obtaining such training at a distance from home.

Fourth—If Ohio has trained teachers from other states, it must be obvious that greater inducements are offered. If it could be

computed it would be found that the advance in wages paid trained teachers in the state of Ohio above what these same teachers would receive in the state in which they were trained, would maintain a large normal school in the state of Ohio.

Fifth—The fact that Ohio is the only state of any prominence in the Union that does not maintain a state normal school militates against the reputation of Ohio in advanced educational matters, and tends to place Ohio teachers in a class to which they do not belong.

Sixth—The influence of a normal school is not measured alone by the graduates or under graduates that enter the teaching ranks, but also by the educational influence exerted on the immediate community in which it is located and the general influence that is exerted throughout the state. So even if Ohio should have trained teachers educated in other states in every school in the commonwealth, yet there would be wanting the forceful local influence of a normal school as an impulse toward renewing inspiration of the teaching force and a re-leavening of the educational system.

Seventh—Teachers educated in other states in this professional work bring with them into Ohio the peculiar genius of the state in which they were educated, and this militates more or less against the genius of Ohio institutions.

Eighth—A normal school must be measured as a means of intellectual power and educational influences on the teaching force, and also as a source of intellectual information toward awakening and informing the people.

Ninth—It is a strong argument in favor of normal schools that not one of the states that has established normal schools has ever given them up after having them fairly tried.

The establishment of normal schools in Ohio sets up no educational opposition to the colleges of the state. Indeed this unusual number of excellent academic schools makes unusual provision for the fundamental qualifications of the teaching service—a high type of liberal learning. Few states are able to make such adequate provision and by reason of this Ohio is ready to give the professional pedagogical school a larger and higher function than almost any other state.

While we recognize scholarly attainment and the scholarly spirit as the first essential in the teacher, we must also recognize the distinction between the teacher and the mere scholar. That which differentiates the one from the other, or rather that which projects the one into the other, is that special and specific knowledge which can come only from the professional school.

The aims of the college and the normal school are so radically dif-

ferent that neither can do the work of both. They may be supplemental, but not identical. The one in its training is academic, the other professional.

That we have in Ohio many successful teachers who have never had the advantages of normal school training is true. This is not, however, saying that our schools have realized the highest possible degree of proficiency, or that our teachers would not do their work more successfully if their earlier preparation for the great work of teaching had been broader and deeper.

Hon. Lewis D. Bonebrake, state commissioner of common schools,

in his recent report to the governor, recommends the establishment of five state normal schools in Ohio.

The writer, during a recent agitation of this question, received nearly three hundred letters from leading educators, representing every county in the state. All with one exception, expressed themselves in favor of normal schools for Ohio.

Will not the parents of the 798,000 children attending school in this state urge the members of our General Assembly to make provision during its present session for the establishment of state normal schools in Ohio?

READING.

BY W. H. COLE.

IMPORTANCE OF THE SUBJECT.

At the gateway to any course of instruction designed for scholastic training stands the subject of reading. Essential to reading is the ability to call words readily, correctly, and distinct articulation. While these are essential elements of good reading they must not be mistaken for the reading itself. The first steps in reading should be to give to pupils a ready command of words, distinctly, and correctly pronounced. This important preliminary having been accomplished, the

pupil should be taught to feel the thought of the sentence, then to give appropriate oral expression to the thought and feeling by proper modulation.

To secure this necessary modulation, flexibility of voice must come through a systematic thorough training in Vocal Culture, embracing:—Quality of Tone; Form; Force; Stress; Pitch; Quantity; Movement. These elements, together with emphasis and inflection, will broaden the teacher's preparation and equipment for

teaching oral reading, and make it possible to be more accurate in criticising reading, as well as better able to illustrate the various styles of oral expression.

FIRST STEPS IN READING.

In the first steps in reading, what is known as the *sentence* method should be largely used. In the first work short sentences should be used, expressing as nearly as possible, in the pupils' own words, thoughts suggested to them by objects, pictures, and conversation. As soon as pupils understand that written or printed sentences represent thought, they should be taught to recognize the words of the sentence, then the sounds, and the letters composing the words. Constant attention should be given to correct pronunciation, distinctness of articulation, and naturalness of expression. To secure the best results the teacher should speak the word or read the sentence several times with correct modulation that the ear of the pupils may be so cultivated as to assist the voice in proper expression.

Pleasant conversational tones should be cultivated in pupils in speaking to the teacher and to one another, and as far as possible the same tones should be used in reading.

The *sense-word*, or phrase should be recognized in reading, and should be spoken with as much fluency as a single word made up of

a number of syllables; and especial care should be taken to join the articles, *a*, *an*, and *the*, to the word following as though they constituted a syllable of it.

As correct expression involves proper emphasis, early and constant attention should be given to this essential matter. When the pupil once understands and *feels* the thought of the sentence he will readily see that the proper expression of that thought requires the utterances of a certain word, or words of the sentence with a peculiar modulation of voice, usually with greater force or loudness, frequently with marked inflection.

PSYCHOLOGY OF READING.

Good reading is essentially psychological — first, the thought, then appropriate expression of the thought; hence all reading from the very first steps, should proceed upon this basis. In this way much of the disagreeable drawl and expressionless mumbling of words, or of unnatural vociferating, so often found among young and old, will be avoided. To train pupils to get the thought of what they read, they should be carefully questioned upon the text and required to give, as far as possible in their own words, the substance of the lessons read. And to this end attention should be given to the manner of preparing the reading lesson, that pupils may know how to find the principal and subordinate thought.

STANDARD FOR READING SHOULD BE HIGH.

Let the standard for the reading of children be *high*. It is fatal to the best results to be satisfied with poor primary reading on the ground that it is the work of children, and therefore necessarily full of imperfections. In conversation, and communication on the playground children express themselves naturally, forcibly, and beautifully. Let this be the standard of the recitation. And be assured that the reading will seldom, if ever rise higher than the standard of the teacher.

SILENT READING.

It will be found to be a good plan to occasionally assign a lesson to be read silently; then without having it read aloud, require pupils to give the substance of it in their own language. While all oral reading presupposes previous study and preparation of the lesson, as much of the reading done in life is silent, it is well to impress this fact upon the minds of children, and teach them to find the thought for themselves — to teach them how to study a lesson. One purpose of all recitations should be to ascertain how, and how well, the work has been prepared, that the teacher may know how to intelligently instruct pupils in their preparation.

THE STUDY OF LITERATURE.

While attention should be given to the distinctive study of literature

through the many excellent "Classics for Children" now being published for use in schools, there seems to be no good reason why the study of the literature in our readers should be ignored. On the contrary the thorough and systematic study of the literature is an excellent preparation for the oral expression of the reading lesson, and should form the basis for much of composition work.

Many of the lessons in any of our series of readers are literary gems. Not all are on the dead, monotonous level of unimpassioned narrative or descriptive style but many of them rising to sublime heights in rhetorical and literary composition. These differences in style of composition should be carefully pointed out, and the striking features of literary merit should receive attention, so that pupils may be taught to distinguish and recognize these characteristic features.

In these readers we have the sublimest of poetry, impassioned oratorical and dramatic composition, which, with a little care, pupils will readily recognize. These differences in composition once recognized form the intellectual basis for appropriate oral delivery and expression in the reading. Not only so, but all this will constitute an excellent foundation for composition work.

READING AND COMPOSITION.

Having studied the oration — its chief characteristics, the subject,

the nature of the words used, style of sentence; long, short, balanced, periodic, interrogative, declarative, exclamative; introduction, argument, peroration; characteristic elements of delivery, quality of tone, form of voice, stress, quantity, movement, the pupil is not only the better prepared to read it, but also to reproduce some of the striking characteristics in original composition.

The different selections of the readers afford abundant opportunity for expressive imitative reading, changing the oral expression with the several changes of thought in different selections, and in different paragraphs, or stanzas, in the same selection.

GENERAL PRINCIPLE.

This suggests a general principle in reading which cannot be too

early, nor too persistently taught, an epitome of elocutionary instruction given by that prince of poets and wisest of men, Shakespeare — "suit the action to the word; and the word to the action; with this special observance, that you o'erstep not the modesty of nature." While the distinction between acting, or dramatic recitation, and reading should be made, it is too frequently the case that the difference between the actor and the reader, is, that one speaks fiction as though it were truth, and the other reads truth as though it were fiction, or even more than that, meaningless aggregation of words.

"He who in earnest studies o'er his
part
Will find true nature cling about
his heart."

STATE EXAMINATION QUESTIONS.

DECEMBER 26, 27, AND 28, 1899.

GEOGRAPHY.

1. Show in round numbers, how far the earth goes in its course around the sun in one day; in one hour; in one minute; in one second.

2. Prove that the earth rotates on its axis from west to east.

3. Give two principal causes for constant oceanic currents. Why do the Gulf stream and the Japan cur-

rent flow to the northeast? Why the north polar currents to the southwest?

4. What is the direction of the trade winds? Why?

5. Name and locate the five longest rivers in the world.

6. The sun is said to be fast or slow at different times of the year. Why is this? In what month are we nearest the sun?

7. Explain the peculiar applicability of the terms *Latitude* and *Longitude*. Show the variation of degrees of latitude and longitude on the earth's surface.

8. Name the counties of Ohio in which coal is mined. Why is there no anthracite coal in Ohio? State the difference between the rocks of the New England States and those of Ohio, Indiana, and Illinois.

9. Define ecliptic, equinox, solstice, and tropic.

Account for the apparent motion of the sun northward and southward.

10. Show how geography should correlate with history.

ALGEBRA.

1. Factor: $4a^4b - 12a^4b^2 - 16a^4b^3 + 8a^4b^4$; $6x^3 + 4x^2 - 9x - 6$; $c^3d + c^2e + f^2d + f^2e - 2cfe - 2cfd$; $x^4 + x^2 + 1$; $a^2 - 4a - 45$.

2. A jeweler sold three rings. The price of the first with $\frac{1}{3}$ that of the second and third was \$25; the price of the second with $\frac{1}{3}$ that of the first and third was \$26; and the price of the third with $\frac{1}{3}$ that of the first and second was \$29. What was the price of each?

3. Simplify: $\sqrt{\frac{1}{2}} - 2\sqrt{\frac{1}{3}} - \sqrt{\frac{1}{18}}$;
 $3\sqrt{\frac{a+x}{a-x}} \times 4\sqrt{\frac{a-x}{a-x}}$

4. Expand by binomial theorem: $(x^2 - 2x - 1)^6$.

5. Express with positive exponents:

$$\frac{x^{-3}y^5}{a^2b^{-3}}$$

Express with fractional exponents:

$$\sqrt[3]{16a^2x^3}.$$

6. Solve for x : $2x^2 - 94x + 420 = 0$; $2(x-2)(x-3) = (x-4)(x-3) + 10$.

7. A certain number of sheep were bought for \$468; but, after 8 of them had been reserved, the rest were sold at an advance of \$1 a head, and \$12 was gained on the lot. How many sheep were bought?

8. Prove that $a(9a-4b) > 4b(2a-b)$, if b is not equal to $\frac{3}{2}a$.

9. A, B, C and D found a sum of money. They agreed that A should receive \$4 less than $\frac{1}{3}$, B \$2 more than $\frac{1}{4}$, C \$3 more than $\frac{1}{5}$, and D the remainder, \$25. How much did A, B and C receive?

10. Simplify: $\sqrt{-a^2} - \sqrt{-4a^2} - \sqrt{-9a^2}$

$$\frac{2\sqrt{12x^3+60xy+75y^2}}{\sqrt{48x^2-72xy+27y^2}}.$$

ZOOLOGY.

1. Define Zoology.

2. What are the chief distinctions between the animal and plant kingdoms?

3. Classify: Whale, spider, fish, oyster, sponge, earth-worm, leech, bird, and man.

4. Give the different changes in the life of a frog.

5. Explain metamorphosis. Give an example, naming the different states.

6. Give the classification of the animal kingdom, and give a representation of each class.

LITERATURE.

1. Name three writers before Chaucer.

2. Give the character of Chaucer. How are his writings divided? Why?

3. Give a brief outline of Chaucer's masterpiece.

4. Give an outline of the contents of the Faerie Queen. Explain its influence upon English poetry.

5. Name five English authors of the Elizabethan age, describing the characteristics, and naming the masterpiece of each.

6. What are the most beautiful short poems of Milton?

7. What does Macaulay say to be Dryden's greatest work?

What was the Spectator, and what gave it its rank as one of the English classics?

8. Name the authors of: Deserted Village, Castle of Indolence, Lives of the Poets, Idyls of the King, The Cotter's Saturday Night, Childe Harold, Lochinvar, Hymn Before Sunrise in the Vale of Chamouni, and The Light of Asia.

9. Name two, each, of the most prominent American poets, historians and novelists, with their masterpieces.

10. Name four new books that are occupying the attention of the reading public today.

UNITED STATES HISTORY.

1. Give brief sketches of the lives

of the Admirals of the United States.

2. Draw a map showing the states that have been formed from the Northwest Territory.

3. What justification did the Dutch have for territorial claims within the present limits of the U. S. during the period of settlement of the country?

4. Name and give the date of the first engagement of each war in which the U. S. has been involved.

5. Give in detail the manner of electing a President of the U. S. For how many terms can the same person be elected to the Presidency?

6. What are the purposes of government as given in the enacting clause of the Constitution?

7. Make an outline of the principal events of Grant's administration.

8. Give a list of the acts of Congress which in any way affected slavery.

9. Briefly outline the lives of Andrew Johnson, William T. Sherman and Robert E. Lee.

10. In what events has New Orleans been prominent in the history of the U. S.?

LOGIC.

1. What is inductive reasoning? Deductive? Give an example of each.

2. Give six rules of the syllogism.

3. State the great rule of inference.

4. How and when generalize?
When reason by analogy?

5. What are some of the most common fallacies in reasoning?

6. State the advantages to the teacher to be derived from a study of logic.

GEOLOGY.

1. Name your county and draw map of same, inserting streams to show the drainage system.

Name all the geological periods represented in your county, from the soil downward, in order.

2. Describe some geological period.

In what direction do the strata of your State dip? How do you know?

3. The S. E. half of Ohio is hilly and the N. W. level. Why?

Account for the clay that covers the N. W. half of Ohio to the depth of over four hundred feet in places.

4. Speak of the evolution of animals, as shown by geology.

When did the elephant live in Ohio?

5. Speak of the precious metals, giving names, localities, directions you take as you pass from mouth to the end of the mine, why in veins, etc.

Where is water evaporated?

What proportion of rain reaches the sea?

6. Name the kinds of rocks brought down here by the glaciers from Canada. Any fossils in them? Why?

There is an ocean of water in the

sea, one in the air, and one in the earth. In what are they similar? In what dissimilar?

7. Name the most valuable mineral of S. E. Ohio; N. W. State how each is obtained, and give uses of each.

Name the animal sub-kingdoms, and a few of the divisions of each.

8. Define pre-glacial stream, slickensides, hardpan, fossil, Cincinnati, geanticline, peneplane, Piedmont plateau, Laurentide glacier.

BOTANY.

1. Write out the analysis of some plant.

Draw and name the kinds of flower clusters.

2. Give common name, genus, and family name of five plants.

Name parts of a plant, giving office of each.

3. Give common name of *Salix*, *Quercus*, *Equisetum*, *Solidago*, *Iris*, *Polygonum*.

Name a perennial, a seed that does not raise its cotyledons out of ground when planted; one that does; one that has dotted wood-cells, and one that develops its terminal bud chiefly (tree).

4. Draw a cross-section of a tree, and point out and name the parts.

Draw and name the kinds of leaves as to margin.

5. Locate the original forests of the U. S., and give character of trees of each section.

Give the characteristics of desert plants. Advantages of same.

6. What would you say if your pupils ask you how to collect, press and mount plants?

Draw embryo showing parts and name each part.

7. Speak of nitrogen as concerned with plant life and soil.

What part of a large tree is always dead?

8. Define elaborated sap, duct, cell, spathe, protoplasm.

Name your county, and five of its most harmful weeds and grasses.

9. What grass covers the roadsides and most of the fields of Ohio? It must have great advantages to crowd out all other plants; what are they? Is it of any account? If so, what? Have you seen more of it and know less about it than any other plant in your county?

10. Speak of the flora of Ohio in any particular that you may choose.

PHYSIOLOGY.

1. Heat. a—What is the temperature of the body? b—What parts of the body largely generate the heat? c—How is the heat distributed through the body? d—Does heat furnish power to the workingman, the same as to the working steam-boiler? e—When a man is laboring does it take more heat to run his heart or to do his work?

2. The Cell. a—What is the difference between man and one of the cells of his body? b—Which

has the longest life? c—Which may live after the other is dead? d—How is food carried to each? e—How is the dead disposed of in each case?

3. Food. a—Name the five kinds of food. b—How long does it take food to traverse the intestine? What advantage in the slow movement? c—Give use of fat as food. d—Give name and use of minerals used as food. e—What is the most perfect food?

4. Digestion. a—Describe and explain the process of bread-making. b—Give cause of sour stomach. c—Name a quadruped that swallows its food whole while eating; an animal that swallows stones to grind its food. d—One that does nothing else but eat and digest; one that can digest bone. e—One whose food is most easily digested—so instead of using up all its energy to digest its food it has more force left with which to do work and stand fatigue and exposure than any other animal of its size.

5. a—What purifies the air? b—Purer in the morning or evening, and why? c—Locate the organs of sight, heat, hunger and weight. d—Name the contents of the orbit of the eye. e—What is meant by the vegetative function of the brain?

6. a—How do plants and animals differ? b—Describe the working of the lymphatic system.

7. Define dialysis, emulsion, ox-

idation, conservation of energy, food, digestion, assimilation, boils, dropsy, vasomotor nerves, taking cold.

8. Write briefly of stimulants and narcotics.

ORTHOGRAPHY.

1. Write five words, and state what each is derived from.

2. Write a six-line paragraph, as for publication; make six different kinds of mistakes, and correct the same without re-writing the article—same as if you were proof-reading.

3. Write in full English: Viz.; i. e., et seq., et al., Sc., q. e. d., MSS., LL.D., e. g.

4. Use the hyphen, the period, and the apostrophe for three purposes each.

5. Use five words, pointing out and defining five prefixes; do same for five affixes.

6. Give three rules for spelling.

7. Write five words, using the accent on as many different syllables.

8. Analyze controversial and parse same orthographically.

9. Use both a consonant and vowel diagram, and trigraph.

10. Spell: Stomach, license, angkor, pangshang, mammoth, crystallize, codicile, Niagara, precedence.

RHETORIC.

1. What is a mixed metaphor? Give an example.

2. What is meant by the "unities of the drama?"

3. What governs the length of the poetic foot in English verse?

4. How does a figure of syntax differ from a figure in rhetoric?

5. What is meant by purity of diction? What is a literary masterpiece?

6. Give the difference between wit and humor. Give examples to illustrate the distinction.

7. What are the principal points necessary to sublimity in writing?

PHYSICS.

1. If the sun is 60° above the horizon, what angle will a line drawn from the eye to the sun's image in the water make with the surface of the water?

2. Find the value of the force of gravitation from the law of the pendulum.

3. Explain the underlying principle of a dynamo.

4. Explain the index of refraction. What is the index of refraction for the extraordinary ray in Iceland spar, when it makes an angle of 54° with the principal axis of the prism.

5. A luminous point is placed at a distance of 3 feet in front of a concave mirror of 1 foot radius; find the distance of the focus of the reflected rays.

6. Give Newton's three laws of motion.

7. Explain by a figure the optical center of a lens. What is meant by spherical aberration?

8. An elastic ball falls from a

height of 40 feet. How high will it rebound, supposing that 1-5 of the final velocity is lost at the impact in consequence of imperfect elasticity?

READING.

1. What three qualifications must a good reader possess?

2. Which is the more important, to tell a pupil how a piece should be read or to show him? Why?

3. Name the different methods used in teaching a child to read. Which of these methods do you prefer? Why?

4. What is the "Construction of a picture" in reading? Is the work important? Why?

5. "Somewhat back from the village street

Stands the old-fashioned country seat.

Across its antique portico

Tall poplar trees their shadows throw;

And from its station in the hall

An ancient time-piece says to all —

'Forever — never?

Never — forever!'"

Show how you would lead the pupil to construct the picture by questions.

GEOMETRY.

1. Demonstrate — An exterior angle of a triangle is greater than either of the remote interior angles.

2. Demonstrate—Angles whose corresponding sides are perpendic-

ular to each other are either equal or supplementary.

3. Demonstrate — If two circles are tangent to each other, their line of centers passes through the point of contact.

4. Demonstrate — If two variables tending towards limits are always equal, these limits are also equal.

5. Demonstrate — Trihedral angles that have their face angles respectively equal are equal or supplementary.

6. Upon a given line, describe a segment of a circle such that any angle inscribed in it shall equal a given angle.

POLITICAL ECONOMY.

1. Name some recognized authorities on economics.

2. Define exchange, balance of trade, legal tender, monopoly and syndicate.

3. What are strikes? Is the principle upon which they rest sound? Why?

4. What is the relation of Political Economy to other sciences?

5. Distinguish between value and utility.

6. What determines the value of money?

What is seigniorage?

7. What are the effects of an inflated currency?

8. From what sources may the revenue of the state be derived?

9. What effect will the organization of "trusts" have upon the commercial interests of the country?

THEORY AND PRACTICE.

1. Of what value to a teacher is a knowledge of psychology? The results of "child study?"

2. In what ways and how frequently would you test the knowledge of a class upon any subject studied?

3. Name three essentials of success in teaching.

4. What is meant by the science of teaching?

5. Name four purposes of the recitation.

Describe a well conducted recitation.

6. Explain the difference between "to educate" and "to instruct."

7. What are some of the greatest needs of our profession?

8. How do you aim to advance yourself professionally?

9. What educational journals do you read? What works on education have you read?

10. What preparation have you made for teaching?

GRAMMAR.

1. What is the distinction between Grammar and Language lessons? Do they cover common ground? Why study each?

2. What is the aim of grammar? With what subjects is grammar often confounded?

3. Name the accidents (or inflections) of the substantive; of the finite verb.

4. How many and what are the

relations of the substantive? of the adjective? of the finite verb?

5. "He entered into a certain man's house named Justus, one that worshiped God." Acts, 18: 7.

"Half way down
Hangs one that gathers samphire
dreadful trade."

Give syntax of Justus and trade.

6. Write a sentence with double direct objects.

Write a sentence with substantive absolute.

He was bound hand and foot.
Syntax of "foot."

7. "Let us no more contend, nor
blame

Each other, blam'd enough elsewhere, but strive

In offices of love how we may
lighten

Each other's burden in our share
of woe.

Young Arthur's death is common
in their mouth;

And when they talk of him they
shake their head;

And whisper *one another* in the
ear."

Give syntax of italicized words.

8. Classify the modes.

9. Give seven constructions for the infinitive.

10. Illustrate a gerund by a sentence.

ASTRONOMY.

1. Describe the Horizon System of circles and points.

2. Give all the reasons you know for believing or disbelieving the Nebular hypothesis.

3. What planets can be in inferior conjunction? Account for the dark globe that fills the slender crescent of the new moon.

4. Give Kepler's laws. How far can you see?

5. Account for meteors and comets.

6. Give dimensions of the earth, counting the air as part of it. What would reduce the earth to a gaseous form?

7. What would two barometers register—one ten miles above the equator and the other the same distance above either pole?

8. Define azimuth, parallax, upward, downward, aphelion, perigee, nadir.

9. Name the early astronomers.

10. Write at some length concerning some one astronomer.

TRIGONOMETRY.

1. How are involution and evolution of logarithms performed?

2. Demonstrate the correctness of the arithmetical rule for finding the area of a triangle when the three sides are given.

3. How can the distance between two inaccessible objects be determined?

4. In a right-angled spherical triangle ABC , given AC $61^{\circ} 3' 22''$ and the angle A $49^{\circ} 28' 12''$, to find the other parts.

5. Reduce to its simplest form. $\cos^2 B + \sin^2 B \cos 2A - \sin^2 A \cos 2B$.

6. Two angles of a triangle are

$40^{\circ} 14'$ and $60^{\circ} 37'$. The sum of the two opposites is 10. Find these sides.

7. To determine the height of a tower on an inclined surface there are measured the angles at the base, $107^{\circ} 35'$, and the angle at an assumed station, $41^{\circ} 54'$; also the distance from the base to station, 80 feet. What was the height?

GENERAL HISTORY.

1. From what important events did each of the following nations or sects reckon dates: The Romans? The Hebrews? The Christians? The Mohammedans?

2. Describe briefly the Punic wars.

3. What were the effects of the crusade upon the civilization of Europe? (a) For good? (b) For evil?

4. Name five of the most decisive battles of modern times, and give reasons for your answers in each instance.

5. With what great event in English history is the name Runnymede associated? Give a brief account of this event.

6. Give the principal features of the Reform Bill of 1832. Of 1867. Of 1884.

7. Waterloo—What? When? Why? Effects?

8. Give the leading facts concerning the growth of the British Empire in the East.

9. Give a brief account of the French Revolution.

CIVIL GOVERNMENT.

1. Which should be subordinate; the military or the civil power? Why? Who can declare war? Have we ever had war without that power declaring it? If so, when?

2. Speak briefly of the origin of political parties. Name times, if any, when we have had but one political party. Why?

3. Write at some length concerning the U. S. Courts. Are they in harmony with democracy? Why?

4. Compare our system of government with that of Great Britain. How are our new possessions governed?

5. How is the District of Columbia governed? How has the relation of our states to the Nation changed within the past hundred years?

6. State our provision for Presidential succession. Show whether our Constitution is an amendment to the Articles of Confederation or a new Constitution.

7. Contrast or compare Hamilton and Jefferson. What right has the state to levy taxes?

8. Define letters of Marque and Reprisal, embargo, impressment, proclamation, nullification, bill of rights, militia, outlaw, government, municipal ownership, referendum.

9. Why is the Probate Judge the most powerful factor in our system of public schools (Ohio)? Can a R. R. Company rightfully tear my house down and build the

road through the lot contrary to my wishes? Why?

10. Describe the plan of government for an incorporated town. Has a township any government? If so, explain.

CHEMISTRY.

1. Give the sources and uses of CO_2 , (a) in mortar used in brick-laying; (b) in bread making; (c) in soda water.

2. What materials enter into the composition of (a) common window glass; (b) steel, brass, soft solder, German silver?

3. Explain two processes, one physical and the other chemical, by means of which charcoal acts as a disinfectant.

4. Prove by experiment that gases unite in their nascent state. Write all reactions.

5. Explain the luminosity of a flame.

6. What is meant by the heat of neutralization? Avidity of acids?

7. What are the halogens? Give the properties of each.

8. What are the constituents of marble? Illustrate chemical and mechanical mixtures, using marble.

THE SCIENCE OF EDUCATION.

1. Define instruction, teaching, training.

2. What is concentration? State the different views and name the leading writers of each school.

3. Upon what sciences does the science of education rest? Distin-

guish between knowledge and education.

4. Show the comparative values of text-book and oral method of instruction.

5. What principles should govern the assignment of a lesson?

6. State the relative value of love and fear as incentives. What rules should be observed in their use?

7. What three things are included in the process of instruction? To what extent is it the proper function of the teacher to lecture, entertain and explain?

8. Distinguish between social, moral and religious culture.

9. What is the theory of free education?

10. What is apperception? How will the study of apperception aid the teacher?

PSYCHOLOGY.

1. Define Psychology. What place should it occupy in a course of study on Pedagogy?

2. What is sensation? What are the essential conditions of a sensation?

3. Explain volition.

4. What is instinct? Do you regard it as an impulse? Illustrate.

5. Make an outline of the mental faculties.

6. What is the difference between judgment and reasoning?

7. Distinguish between image and concept. Illustrate.

8. What is meant by direct and indirect perception? Illustrate.

9. What is imagination? With which of the faculties is it most nearly related?

10. Give a brief history of your study of Psychology.

HISTORY OF EDUCATION.

1. What was Rosseau's view of the schools of his time? State his theory of self-teaching.

2. What had the following named persons to do with education: Alcuin, Erasmus, Montaigne, Jacotot, Basedow?

3. Give a general sketch of Herbert Spencer's views on moral education.

4. Outline the chief characteristics of the Jesuit systems of education.

5. Contrast Athenian and Spartan education.

6. Who wrote the following: (a) "The Schoolmaster;" (b) "Leonard and Gertrude;" (c) "The Republic;" (d) "The Education of Man;" (e) "A B C of Observation?"

7. Name the chief educational reforms advocated by Comenius.

8. Make a brief outline of the life of Pestalozzi.

9. What is Herbartianism?

10. State three reasons why the teacher should make a study of the History of Education.

ARITHMETIC.

1. A factor sold cotton at 4 per cent commission. He invested the net proceeds in grain, after keeping his commission of 3 per cent. If

his entire commission is \$245, what was the value of the grain?

2. An agent sold two houses at the same price each, gaining 15 per cent on one, losing 8 per cent on the other. If he gained \$110 by the transaction, what was the cost of each house?

3. What quantities of tea, at 25 cents and 35 cents, with 14 pounds at 30 cents, and 20 pounds at 50 cents, and 6 pounds at 60 cents, will make 56 pounds at 40 cents per pound?

4. I have a piece of land 15 feet square, which I wish to arrange in five flower beds as follows: a central bed, to be bounded by lines connecting the middle points of the sides of the original square. And four equal triangular beds, whose sides extend $5\frac{1}{2}$ feet from the right angle at the corner. How many feet of bordering will be required to surround all the beds?

5. A dry goods merchant imports 1120 yards of dress goods, $1\frac{1}{4}$ yards wide, invoiced at 23 cents a square yard: there is a specific duty of 8 cents per square yard, and an ad valorem duty of 40 per cent. What must he charge per yard, cloth measure, to gain 25 per cent on the whole?

6. How many quarts of water will fill a circular dish whose inside dimensions are 20 inches across the top, 15 inches across the bottom, and $6\frac{1}{2}$ inches slant height?

7. The premium on gold being 32 per cent, which will yield the

greater income, money invested in U. S. 10-40, 5's at 108, or in R. R. stock purchased at 12 per cent advance, which pays a semi-annual dividend of 4 per cent?

8. A's gain is \$1800, B's is \$2250, C's is \$3200. A's capital was in 6 months; B's 9 months; and C's, 16 months. How much of the whole capital, \$27,450, did each own?

LATIN.

1. Translate into Latin: *a* They were saying that they would not fight even when Cæsar should wish it. *b*. He caused a commander to be sent. *c*. The Romans took Cincinnatus from the plow that he might be dictator.

2. Translate into good English: Pro his Divitiacus (non post discesum Belgarum, demissis Æduorum copiis ad eum reverterat) facit verba; Bellovacos omni tempore in fide atque amicitia civitatis Aeduae fuisse; impulsos a suis principibus, qui dicerent, Æduos, a Cæsare in servitutem redactos, omnes indignitates contum eliasque perferre, et ab Æduis defecisse, et Populo Romano bellum intulisse; qui hujus consilii principes fuissent, quod intelligerent quantam calamitatem civitati, intulissent, in Britanniam profugisse.

3. Syntax of *Copius*, tempore, *fuisse*, *redactos Populo Romano*. Explain the mode and tense of *dicerent*, *fuissent*, *intelligerent*.

4. Translate into Latin: *a*. The sun causes all things to bloom. *b*.

He was of royal dignity, though he was without the name. *c.* Wisdom should be regarded as the art of living.

5 Translate into good English:
 Hinc ferro accingor rursus clypeoque sinistram
 Insertabam aptans, meque extra tecta ferebam.
 Ecce autem, complexa pedes, in limine conjux
 Hærebat, parvumque patri tenebat Iulum.
 Si periturus abis, et nos rape in omnia tecum;
 Sin aliquam expertus sumtis spem ponis in armis,

Hanc primum tutare domum. Cui parvus Iulus,

Cui pater, et conjux quondam tua dicta relinquor?

Talia vociferans gemitu tectum omne replebat;

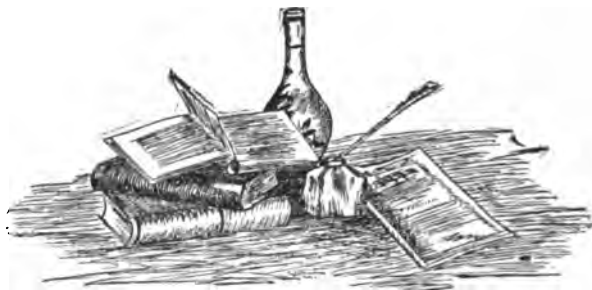
Quum subitum dictuque oritur mirabile monstrum.

Namque manus inter, mœstorumque ora parentum,

Ecce! levis summo de vertice visus Iuli

Fundere lumen apex, tactuque innoxia molles

Lambere flamma comas, et circum tempora pasci.



O. T. R. C. DEPARTMENT.

RAMBLING NOTES.

By J. J. Burns.

I wish to say that Mr. Pearson's lead in the MONTHLY is in the right direction because it is timely and because it gives a stimulus to many young people to do some work in history pretty close to the root.

It may be carrying coals to Newcastle, but a recent bit of experience was interesting to me and possibly will interest a reader or two.

While attending an institute in Greensburg, Pa., it was my good luck to fall in with Supt. John W. Anthony, a young man after my own heart. Something I had said prompted the question: "Wouldn't you like to visit St. Clair Cemetery and see the old General's monument?" My reply need not be recorded. I feel a lasting interest in our first governor, brave, honest, patriotic, headstrong, imperious, unfortunate.

A walk of five minutes took us to the place. The old graveyard lies upon the side of one of those great hills which are partly covered by the city, and almost over the tunnel which lets through the Penn. railway.

The monument is of sand stone, and is, perhaps, from twelve to fifteen feet high. On the west side

of the pedestal it is recorded that the Masons, resident in the vicinity, placed this monument over the grave of a deceased brother. On the east is a more formal carving, giving the name and rank, date of birth and death, concluding with the words, as they stand in my memory: "this humble stone is erected in place of the nobler one due from his country."

We have read of his last days, how he spent them in poverty, supporting life by keeping a little shop over yonder at a point nearly in sight from his grave, meditating doubtless on the gratitude of republics. It is a sad story.

It happened that upon the shortest day of the year it was my pertinent task to talk to a patient audience about the "Winter Solstice," and this little algebraic problem came to the surface.

The height in degrees of the sun above the southern horizon at noon upon the longest day of a planet's year is a ; upon the shortest day it is b : find the inclination of that planet's axis from a vertical to the plane of its revolution; also the latitude of the observer.

Without the formality of equations let us right up the axis to a vertical position, and take our sta-

tion at that attractive point, the North Pole. The sun is now in our horizon. We come down x degrees and the sun is x degrees above the horizon and our latitude is 90 degrees less x . Now have the planet rotate toward the sun y degrees and thus bring the sun y degrees higher. But not to prolong—for this also may be “coals”—the sum of x and y is a ; their difference is b .

The above touch of sky leads my devious way to the celestial setting of our drama for this year,—the tragic play of the elements that made lurid the stage whereon great Caesar fell.

Casca reports “a tempest dropping fire”; Cassius bared his bosom “to the thunder storm.”

And when the cross blue lightning seemed to open

The breast of heaven, I did
present myself

Even in the aim and very flash
of it;

and soon, to add emphasis to his stout speech “it thunders” in the margin, and the complexion of the element—the color of the sky—is like the work they had in hand, a bloody red.

“The exhalations whizzing in the
air”

lighted the paper in the hand of Brutus so that he could read it.

Cinna infers the east from the gray lines that fret the clouds, Cas-

ca indicates with his sword the place where the sun will rise, something south of east at that time of the year, and he also uses his martial pointer to show where the sun will “present his fire” two months later. Brutus, earlier in the night, had tried in vain to tell how near to day it was by noting the “progress of the stars.” Why the attempt was vain we are not told; but perhaps it was the result of the general disturbance of things upward. Surely a starry sky was a dial-plate to Brutus, as it should be to all except those under condemnation in the good Book, who having eyes, see not.

[By the way our Ambassador Choate has an edition of the “Good Book” which says, he says, that “Cleanliness is next to godliness,” and he quoted it before the assembled embodied culture of Scotland.]

But one more text in sky geography is Caesar’s lofty boast:

But I am constant as the Northern
star

Of whose true-fixed and resting
quality

There is no fellow in the firmament.

SUGGESTION IN LIFE AND SOCIETY.

By Daniel Putnam, Author of a Manual of Pedagogics.

Teachers are citizens and members of general society, and as such should be prepared to exert a wholesome and positive influence for good. A practical knowledge

of human nature, and of the laws of mind, will be of great service to them in their various relations to their fellows. The power of suggestion is much greater in the affairs of actual life than we are apt to suppose until a little thought has been given to the matter. This power will be most readily seen by an illustrative example of contrary suggestion.

Some years ago, a book, written with a good deal of literary skill and taste, was published in England and republished in this country. It had, at first, only a moderate sale, and excited no great degree of interest. After a little time a portion of the clergy and some other good men began to feel that the religious influence of the work was bad, especially upon the young, and upon any whose religious principles were not very thoroughly settled.

In one of the smaller cities, with which I happened to be acquainted, the clergymen, after consultation, entered into an agreement to deliver a discourse, each in his own pulpit, upon a certain Sunday, setting forth the character of the book and warning their congregations against its evil influence, advising them to have nothing to do with the volume. The result was just what would have been anticipated by one who had given even a little study to the laws of mind, and to the natural inclinations of young men and women. During the following week it was extremely difficult for

the booksellers to supply the demand for the book. More copies were bought in a single day than had been bought in the preceding two months. Similar movements, with similar results, took place in some other parts of the country.

This example shows how the best of intentions may bring about the very thing which they desire to prevent. The members of the congregations referred to, were not worse than other people. They simply did what the dominant idea, suggested by the discourses, impelled them to do. Examples of this sort are not uncommon. Teachers should be well enough informed to avoid similar blunders, and to help others to avoid them also. I do not intend to advise that a community be never warned against bad publications, but the warning should not be so made as to increase the evil.

Guyau says, "Every recognized profession, every social status, may be psychologically defined as a totality of constant and co-ordinated suggestions which urge to action conformably to an idea or general type present to the thought." Put into a little plainer language, it may be said with truth, that every profession, every occupation whatever its nature, suggests that which is befitting to itself in character and behavior. Any badge of social rank and position suggests conduct, manners, and speech, appropriate to the rank or position. It should be remembered that the force of

habit is to be taken into account; but habit itself, in one important aspect, is little else than an ever-present and always active, though often unconscious, suggestive force, created by the suggestive power of established custom.

For certain positions and occupations tradition, law, or policy has prescribed perfect uniformity of dress. A few schools require their students to wear clothing of a particular cut and color. The suggestive power of a uniform is well known and generally recognized. This power is employed, with equal facility, for good or evil, to elevate or degrade. The uniform is sure to render the wearer nobler or baser, to make him more manly or less manly. It will influence him in one way or the other.

Examples of the evil results of this suggestive force are found in many prisons, and in some reformatory institutions, so-called. The peculiar style of dress adopted in such establishments is frequently offensive to the taste, and consequently is a constant source of irritation. But this is not the most serious objection to a prison uniform. It is an ever-present reminder of evil-doing; it suggests companionship with the outcast, and conduct in accord with the association. Its compulsory use, when all the inmates of the institution have the same style of dress, is to be condemned on ethical grounds; it is a serious obstacle in the way

of reformation of character and life. The degrading suggestive influence of the uniform in prisons and reformatories may be considerably lessened, possibly in a large degree removed, by having, not a single uniform, but several varieties of the dress, one for the lowest and basest criminals, another indicating good conduct, and still another denoting a high degree of excellency in behavior and peculiar trustworthiness. Without some such suggestive differences the uniform can have only an influence for evil rather than good.

The suggestive power of the uniform in an army has always been recognized. It is not a childish love of display which clothes the soldier in a distinctive garb, and indicates rank and position by some suggestive device, like the straps on the shoulder or the arm. The cut and color of the coat are constant reminders of position, duty, responsibility, and are powerful incentives to appropriate conduct. Behavior which is out of harmony with the uniform is a shame and disgrace. The dress constrains, restrains, inspires and dignifies.

An excellent illustration of this suggestive force is found in Colonel Higginson's "Cheerful Yesterdays." Speaking of the white soldiers in the army in the great civil war, he says, "Very few of them enjoyed serving in the ranks; they felt that it was a step downward." The uniform, without marks of distinc-

tion or rank, suggested that they were in a subordinate position.

"On the other hand, the negroes, who had been ordered about all their lives, felt it a step upward to be in uniform, to have rights as well as duties; and their ready imitativeness and love of rhythm made the drill and manual exercises easy for them; and they rejoiced in the dignity of guard and outpost duty, which they did to perfection.

* * * It was necessary to keep constantly before the men, that they were much more than slaves, to appeal to their pride as soldiers."

The human nature of the negro, however, showed its relationship to white human nature, when they were placed, for the first time, under officers of their own color. They recognized, from the suggestive force of lifelong habit, the right of a white man to command them. They felt it no degradation to obey the orders of white officers. But it was not easy for them, at first, to yield unquestioning obedience to a colored officer. This, from the power of old associations, suggested personal humiliation and something of degradation. As soon, however, as they learned to distinguish the officer from the man, and to recognize the insignia which indicated and suggested legitimate authority, they became proud to serve sergeants of their own race. The idea of degradation disappeared.

Other potent suggestive forces,

in civil and political life and society, are found in statues, tablets, and monuments of various kinds. A statue of Daniel Webster, Henry Clay, or John C. Calhoun, suggests a long, important and exciting period of American history, and battles of intellectual giants in the Senate of the United States. A statue of William Lloyd Garrison suggests a long and bitter warfare against the monstrous system of American slavery; the mob of Boston gentlemen, the publication of the *Liberator*, and the final triumph of freedom and right over oppression and wrong. The statue of John Brown suggests the story of "Bleeding Kansas," the foolhardy attack at Harper's Ferry, the death on the scaffold, and the opening of the great and bloody drama of the civil war.

The monument to Abraham Lincoln suggests the terrible years from 1861 to 1865, the liberation of five millions of slaves, and the martyr's death of the great President, with the lessons which all these events should teach to the young men and women, the boys and the girls of the present day. The monuments of Gettysburg suggest the invasion of the North, the terrible conflicts, the final defeat of the army of General Lee, and the turning point in the contest between freedom and slavery. It is unnecessary to mention more illustrations of such suggestive forces; these are sufficient to indicate their won-

derful power, and their educational value.

Every one has, at some time, felt the suggestive power of old books and papers, especially if these are related, in some way, to personal experience in early life. An illustration of such suggestive influence came to me a few days ago. I chanced to find in rummaging among cast aside relics of the past, a bound copy of a paper called "The Log Cabin," published by Horace Greeley during the great political campaign of 1840. I was then a boy in New Hampshire, and just old enough to enter into the excitement which pervaded every neighborhood of the State. The paper, more than fifty years old and yellow with age, suggested the names of scores of men, famous as statesmen and orators in that day, whom the young people of this day have hardly heard of, and whose fame has passed away.

Space allows me to call attention to only one other suggestive force. I refer to the influence of pictures, either in public halls or in private homes and in the school room. All are aware of the worth of pictures in these places, but their real value has never been fully estimated by parents and teachers. They are mute, and yet they speak to the very soul of those who sit before them and study their character and beauty. The right sort of a picture in the school room is sometimes of more value than the teacher, and in the home more influential for good than the parents themselves. In concluding I venture to express the hope that this somewhat disconnected and rambling article may suggest a good many things which have not been said, and which may be of greater value to the reader than the article itself.

HELPS, HINTS AND SUGGESTIONS.

"If the entire physical universe conspired to crush a man, the man would still be nobler than the entire physical universe, for he would know that he was crushed." — *Pascal.*

HINTS ON SCHOOL MANAGEMENT.

By Margart W. Sutherland.

Now these are the Laws of the
Jungle, and many and mighty
are they;

But the head and the hoof of the
Law and the haunch and the
hump is — Obey.

— Rudyard Kipling.

While the *Jungle Books* were not designed by their author as a text-book in pedagogy, they have in them as many nice precepts for school management and for intelligent instruction and mental development as almost any books with which I am acquainted. Join to the text which I have given above this other statement "The Law of the Jungle, which never orders anything without a reason" and see how much may be accomplished by keeping them constantly in mind in the schoolroom.

Don't let anyone delude you, my young teacher friend, into the belief that obedience is an old-fashioned virtue. It is the law of life,— physical, mental, and moral. I

know nothing that is so clearly taught by natural and mental science as that success comes only as the reward of obedience to law. And as the parent stands for law to the little child, so the school teacher in a minor degree should stand for the embodiment of law in the schoolroom. Every command when given even in the form of a request should be implicitly obeyed, but the teacher should see to it that it is characterized by a "sweet reasonableness." And since there is something in the nature of the sons of Adam somewhat restive under repeated prohibitions or constant proddings to action, let as many customary acts of the schoolroom as possible be handed over to the region of habits. The particular kind of ranks of some city schools may not be at all the best plan of having the pupils in an ungraded school come into the schoolroom or leave it at the close of a session; but there is a *best* way even there and the teacher should plan a system and enforce a method kindly but firmly until it becomes a habit requiring no special effort. I shall never forget a visit I paid one afternoon to a country school. The teacher, a very pretty young woman, taught reasonably well; and there was no serious evidence of

disorder during my visit, although I shall admit that the floor of the schoolroom made me think that everything was not as it should be. But when four o'clock came, before the three pupils who had been up in front reciting, reached their seats, the pupils jumped up and without the slightest heed to the teacher's plaintive request "Not to make so much noise" rushed pell-mell, boys and girls alike boisterously hasty, for caps and hats, and with Indian warwhoops before actually outside of the building, escaped into the outer air.

Now such action as this does not fit for life where good taste and religion alike demand a constant self-control which thinks of the feelings and rights of others.

Try having each pupil in his seat two minutes before time for dismissal, at the afternoon session at least. Have then some exercise quiet and refining that last impressions of the schoolday may be gentle and sweet. At one of the German schools where I frequently visit, just before the school is dismissed every little head is bowed and the children repeat in gentle voices a little prayer for protection for the night and health and strength for the next day's duties.

If there are those who are not permitted to have religious exercises in their schools, or those who fear that such a prayer may become formal, noble sentiments from the poets may be recited in concert or

a stanza may be sung just before closing.

Then have a certain definite way for the pupils to rise and leave the room. They may say "Goodnight" in words or in looks; but let them learn, "A brave heart and a courteous tongue. They shall carry thee far through the jungle, Man-ling."

FEBRUARY.

At the beginning of the reign of Julius Caesar staid old Father Time was in such a state of dire confusion that the civil differed from the astronomical equinox by nearly three months. This powerful ruler characteristically determined upon a thorough reform. With the assistance of Sosigenes, an Egyptian astronomer, he succeeded in establishing what is called the Julian year. He abolished the lunar year; readjusted the months to their proper seasons by lengthening one year to four hundred and forty-five days, from October thirteenth inclusive (according to our count) to the thirty-first day of the second ensuing December; and readjusted the months, giving thirty-one days to the first, third, fifth, seventh, ninth, and eleventh, and thirty days to each of the others except February, which had twenty-nine only, but every fourth year received an intercalary day, making thirty.

Quintilis, the fifth month of the

old Roman year, was named July in honor of Julius Caesar. During the reign of Augustus Caesar, Sextilis, the sixth month of the old Roman year, was named August in his honor. Previous to this, however, the beginning of the year had been transferred from March first to January first, making August the eighth month, and therefore having only thirty days. To flatter the vanity of Augustus the senate took a day from February and gave it to August, simply that the month named for him should not have less dignity in point of numbers than July, which had been named for the first Caesar. The length of the later months was then changed to prevent three long months occurring consecutively. Thus to the vanity of an imperial Caesar is due the curtailing of February. February was also the month of expiation, for on the fifteenth the old Romans had their great feast of purification.

LINCOLN'S GETTYSBURGH SPEECH.

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to

dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us; that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

TRIBUTES TO WASHINGTON.

The birthday of Washington not only recalls a great historic figure, but it reminds us of the quality of great citizenship. His career is at once our inspiration and our rebuke. Whatever is lofty, fair, and

patriotic in public conduct, instinctively we call by his name; whatever is base, selfish, and unworthy, is shamed by the lustre of his life. Like the flaming sword turning every way that guarded the gate of Paradise, Washington's example is the beacon shining at the opening of our annals and lighting the path of our national life. . . .

—*George William Curtis.*

It is not only Washington, the soldier and the statesman, but Washington, the citizen, whom we chiefly remember. Americans are accused of making an excellent

and patriotic Virginia gentleman a mythological hero and demi-god. But what mythological hero or demi-god is a figure so fair? We say nothing of him today that was not said by those who saw and knew him, and in phrases more glowing than ours, and the concentrated light of a hundred years discloses nothing to mar the nobility of the incomparable man.—*George William Curtis.*

On account of lack of space we find it impossible to publish the second article on arithmetic in this issue.



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MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
Art Education.....	New York, N. Y.
Canadian Teacher.....	Toronto, Ca.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.
Interstate Review.....	Danville, Ill.

Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools.....	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, Ohio, Tuesday, Wednesday, and Thursday, June 19, 20, 21, 1900. All communications regarding it should be addressed to W. W. Boyd, Painesville, O.

SECRETARY SHEPARD, of the N. E. A., issued on January 20, a circular letter to the Educational Press, expressing the regrets of the committee that they were unable to announce the next place of meeting for the N. E. A. The decision this year has involved unusual difficulties in which the committee have necessarily been dependent upon action by railroad authorities, which has not yet been secured, but which is now promised at an early date. As soon as a decision is reached, the announcement of the place will be made public by Mr. Shepard, through the associated

press and the educational journals. The probabilities are that the meeting will be held the second week of July, as usual.

IN accordance with our custom, we publish the state examination questions in full in this issue. On account of the space taken by these questions, we are compelled to omit a number of valuable articles which would otherwise appear. In our next issue we shall continue the publication of articles on elementary science, by Mr. Culler; on grammar, by Mr. Waters; and on Ohio history as usual.

TEACHER:—"John, I see you are looking out of the window again. What do you mean by such conduct?"

John:—"I was thinking."

Teacher:—"You certainly know that that is against the rules of the school. You can stay in at recess as a punishment, and, if you ever repeat the offense, I shall report you to the superintendent.."

"I CAN not help telling you how glad I am to read the sentence on page 31 of the *January Monthly*, 'Notwithstanding all that has been said recently regarding Ohio's poor record in educational matters, and her lack of appreciation of educational progress, and her untrained and poorly equipped teachers, it is not such a disgrace after all to live in Ohio, and be a Buckeye teacher.' "

The above quotation from a letter recently received from one of the leading teachers of the state is a fair sample of the sentiment expressed by many others in a similar manner, and is published not so much for the purpose of showing that the editorial referred to is commended by the teachers of the state, as to make plain to all that the best teachers naturally and justly resent the manner in which the state is so frequently held up to ridicule by those from whom we have a right to expect different treatment.

WITHOUT the knowledge or consent of Mr. Culler we feel that we are doing the cause of education a real service in referring to the excellent work done by that gentleman in Elementary Science in the teachers' institutes in which it has been our good fortune to be associated with him. We are certain that all teachers and instructors who have heard him will agree in the statement that his work is of a very superior character. In the first place he knows what he is talking about, and in the second place he can tell what he knows in a very interesting and helpful manner. Our readers who have had the benefit of his excellent articles for the past two years, will fully realize the truth of the above statements. We quote a few sentences from a little pamphlet on "Elementary Science in Teachers' Institutes" recently is-

sued by Mr. Culler which speak for themselves:

"These subjects, of course, must not be presented as a *Science*. The lesson may concern itself with physiology, physics, botany, biology, or chemistry, but none of these is presented as a science. No text books may be used, no tasks set, no examinations held. The child must be filled with unbounded enthusiasm for the great facts of his existence and his surroundings, and a living sympathy with all that is.

* * *

"This subject is not to be introduced as an extra study into a course already overcrowded, but is to take a few minutes now and then more as a relaxation, and when it will tend to clear up subjects which are being discussed in the regular branches.

"Only those who have tried this know something of the added interest to school life, and when interest has been aroused in any one study, it has been the experience of all teachers that the school will put forth more effort in the preparation of the other studies.

"Elementary Science is an end in itself worthy of our effort. I do not profess to teach what has been going the rounds as "Nature Study," and which has degenerated in many instances into mere hooks upon which to hang language lessons."

We recommend Mr. Culler and his work to institute committees with the certain knowledge that they will be pleased with both. His address is J. A. Culler, Principal High School, Kenton, Ohio.

WE desire to give our readers the full benefit of as free and full a discussion of "The Normal School Question" as our space will permit, and in this issue publish two articles from superintendents Morris of Alliance and Thomas of Akron. We gave free expression to our own views at the last session of the State Association, and have had no reason to change the opinion then expressed. We may state in this connection that we greatly deprecate the views expressed by some of the leaders who are favoring the establishment of State Normals relative to the low educational standing which Ohio has, and the disgrace which attaches to the Buckeye State because of her association with New Mexico, Arkansas and other states which have no such schools. All who hold such views should at once apologize with proper humility to New Mexico for associating that progressive territory with such "a back number" as Ohio, for New Mexico has in operation at Las Vegas a Normal School established in 1893 and supported by a tax of 35-100 of a mill on all the taxable property in the territory. Even if it were true that Ohio is as non-progressive as some would have us believe, such charges would hinder the work of establishing State Normal Schools more than any other influence. That it is not true every one who knows any thing about the educational conditions in Ohio fully believes.

Our schools and teachers are far from ideal, but this is true of other states, and our present condition will never be made better by instituting invidious comparisons of other states with our own. A reader of the MONTHLY who lives in another state and whose opinion is well worth consideration writes as follows:

"I have read with interest the first article in your last issue on the 'Normal School Problem.' Really I am sorry to know that the Ohio teachers feel so much humiliated because of being so badly behind the times. I was raised in Ohio and taught in that state many years. I have also taught in Virginia, Kentucky and Indiana. I have had pupils from many states, and have done institute work in different states, and I'll say plainly now that if I were to be forced to answer the question—What state of those you know leads in point of quality of its teachers?—I would answer Ohio."

We regret that lack of space will not permit quoting at greater length from the letter just referred to, but we quote enough to indicate the feeling of one who has had sufficient experience to make his opinion of some value. In this connection it is not out of place to state that in a recent conversation with Dr. Arnold Tompkins, that gentleman made the statement that he never met an audience more capable, intelligent, or appreciative

than the audiences he met in the teachers' institutes of Ohio.

If we are to work for State Normal Schools at all, let us work for them because we believe that such schools, if of a sufficiently high grade and properly managed, can help good teachers to become better, and let us cease to whine about the poor teachers and poor schools of this grand old state which has such a glorious history and, as we firmly believe, even a more glorious future. If we have spoken with plainness and warmth on this subject, it is because we could no longer keep silent under the slighting remarks relative to the teachers of the state who we know are worthy of better things.

ONE of the best safeguards of the public schools is the teachers' examination honestly conducted. It will be a sad day for the schools of any community or of the state when these examinations become the object of control by designing politicians who claim the right to dictate because they claim to own the examiners through the power that appoints them.

JUDGING from the large amounts of money donated within the past year to educational institutions, it is quite evident that many of our wealthiest citizens firmly believe that education pays. In a recent edition of one of our exchanges,

we note the following list of bequests:

Mrs. Leland Stanford to Leland Stanford University, \$15,009,000; Estate of John Simmons for Female College, Boston, \$2,000,000; Henry C. Warren to Harvard College, \$1,090,000; G. W. Clayton for a university at Denver, \$1,000,000; P. D. Armour to Armour Institute, \$750,000; Maxwell Somerville to University of Pennsylvania, \$600,000; Edward Austin to Harvard College, \$500,000; Lydia Bradley to Bradley Polytechnic Institute, \$560,000; Samuel Cupples to Washington University, \$400,600; Jacob Schiff to Harvard College, \$350,000; Marshall Field and J. D. Rockefeller to University of Chicago, \$335,000; Edward Tuck to Dartmouth College, \$300,000; J. D. Rockefeller to Brown University, \$256,000; Caroline L. May to New York Teachers' College, \$200,000; Edwin Austin to Massachusetts Institute of Technology, \$200,000; R. C. Billings to Massachusetts Institute of Technology, \$150,000; O. C. Marsh to Yale College, \$150,000; Andrew Carnegie to University of Pennsylvania, \$100,000; unknown donor to Wesleyan University, \$100,000; George R. Berry to Baltimore Female College, \$100,000; J. D. Rockefeller to Denison University, \$100,000; W. K. Vanderbilt to Vanderbilt University, \$100,000; unknown donor to Princeton College, \$100,000; B.

C. Billings to Harvard College, \$100,000.

"By the way, will you not state in the MONTHLY that I consider *Burns's The Story of English Kings according to Shakespeare*, one of the best books yet written for people, young or old, on English history in Shakespeare's plays?"

So writes our friend, Prof. Reuben Post Halleck, so well known to the teachers of Ohio through his books, *Psychology and Psychic Culture*, and *The Education of the Central Nervous System*. It is needless for the editor to add his endorsement to such conclusive evidence, but we have so thoroughly enjoyed the book, that we want to express our pleasure and appreciation in this public manner. Our readers will do well to place this volume in their own and in their school libraries at the earliest opportunity. Of course the "Burns" referred to as the author is our good friend and Shakesperean scholar, Dr. J. J. Burns, Defiance, Ohio.

NEARLY all our exchanges secular, religious and educational, have discussed at greater or less length the "New Century Question," and to be in the fashion it is in order to make a few remarks. To those who may have become infatuated with the strange and false notion that this is the first year of the twentieth century, we suggest a careful reading of the following:

One hundred cents make one dollar.

Nineteen hundred cents make nineteen dollars.

One hundred years make one century.

Nineteen hundred years make nineteen centuries.

WE congratulate Secretary Shepherd on the early issue of the Volume of Proceedings of the Los Angeles Meeting. The volume is beautifully printed, substantially bound, and contains, in addition to the Proceedings of the last regular meeting of the N. E. A., the Proceedings of the Columbus Meeting and of the National Council of Education, and the special reports on College Entrance Requirements, Normal Schools, and Public Libraries. This exceedingly valuable volume has already been sent to all the members of the Association, and will be sent to any address, express prepaid, upon receipt of \$2.00, until the surplus stock of about 500 copies is exhausted. Remittances should be made to the secretary, Irwin Shepard, Winona, Minn., by draft or money order.

WILLIAM H. MORGAN.

By S. T. Logan.

The death of Ex-Superintendent William H. Morgan of the Cincinnati schools, Saturday, January 5, calls to the mind of the writer the death of Dr. John Hancock, who for many years held the same re-

sponsible position as Mr. Morgan held until the beginning of the present school year.

Both men had come up from the ranks, receiving one promotion after another until they reached the top. Both were men of strong convictions, ready to express their opinions, and to stand by them if need be. Each had the happy faculty of remembering faces, by which power young teachers, and young people in general are made to feel at ease, when they meet those in authority. During the dark days of the Civil War each of these men saw service in the field, not as commissioned officers, but as men behind the guns, ready to obey the orders of their superiors.

To-day they lie sleeping in beautiful Spring Grove, awaiting the last great call.

William H. Morgan was born in the vicinity of New York City April 16, 1837, but his parents came to Ohio about 1840, and settled in the neighborhood of Marietta, later coming to Cincinnati. Here he was educated in the public schools, being a member of the earliest class in Woodward High School, graduating in 1856. Soon after his graduation Mr. Morgan became a teacher in the city schools, so that it may be said that his career in the schools, as a pupil, teacher, principal, examiner, member of the board of education, and superintendent of schools, covered a period of more than fifty years.

One interruption in his professional career was occasioned by his volunteering at the breaking out of the rebellion as a member of the Graham Rifles. He was in the thickest of the conflict as Corporal of Company E, 138th O. V. I., and was mustered out in 1864.

After the war Mr. Morgan went into the schoolroom, later becoming local representative of a large insurance company. In these years he was a member of the board of education, so he naturally kept in touch with the rapid strides education was making.

In the spring of 1889, he was chosen superintendent of the Cincinnati schools, into which position he carried the same energy as had characterized his whole life. Last May he was unanimously chosen to fill the same responsible position which he had held for a decade. Less than a month after this event, while addressing the board upon matters pertaining to the welfare of the schools, Mr. Morgan was seen to put his hand to his head, and to stagger as though about to fall. Examination by physicians, members of the board, indicated that the superintendent had received a stroke of paralysis. He was placed in the hospital where he had every care and attention which money and loving hands could secure for him, and when he was sufficiently recovered, was taken to his home on Price Hill. Here he spent his summer vacation, on the porch, or out

in the yard overlooking the city, and the beautiful Ohio, but as the time approached for the opening of another year's school, Mr. Morgan asked the board of education to take back the honor conferred upon him, and his resignation was accepted in time to allow his successor to take charge upon the opening of the schools.

All reports of his health were favorable until a month ago, when a very decided change for the worse came. Soon after the New Year, he became unconscious and passed away January 5, surrounded by his faithful wife and loving children.

The Cincinnati board of education ordered the schools to be closed until January 9, in time to permit any teachers who might wish to pay respect to Mr. Morgan's memory to do so, and resolved to attend the funeral services in a body. Among the pallbearers were men who had fought alongside of Corporal Billy Morgan; there were men who had taught with him, and under his supervision; there were men who had voted for him time and again, — all anxious to show their regard for the one whom they had known so well.

A paragraph from one of the city papers well expresses one of his strong points:

Mr. Morgan was the friend of the school children. His was a familiar face to all of them, not one of which they stood in awe, but which was welcomed as the sunshine of a kindly, cheery disposition that had a full appreciation of child nature

and was in strong sympathy with its varied mood. Not as a master and disciplinarian, but as a friend and guide, will Mr. Morgan be remembered by the hosts of school children who were at times under his care.

Suitable resolutions have been adopted by the Cincinnati board of education, and by the various local educational organizations, all expressive of Mr. Morgan's worth.

One set of these resolutions, adopted by the Cincinnati Principals' Association, reads as follows:

WHEREAS, Death has removed from our midst, the late superintendent of schools, William H. Morgan, who for fifty years was intimately associated with the public schools, as pupil, teacher, trustee, examiner, or superintendent thereof.

Resolved, That in his decease the public schools of Cincinnati have lost a steadfast, stanch, and loyal supporter; one who was indefatigable in his endeavors to advance their interests;

Resolved, That his zeal and enthusiasm in the discharge of every duty, while acting as superintendent of schools, and his general sympathy and hearty co-operation will be long and gratefully remembered.

Resolved, That his presence among the pupils in the school-room was always regarded as a season of good will, and inspiration for better work.

Resolved, That the Principals' Association hereby extends its sin-

cere condolence to the bereaved family in their deep sorrow. Also, that a copy of these resolutions be sent to them, signed by the president, secretary, and committee, as a testimonial of our heartfelt sympathy and respect, and copy be made a part of the proceedings of the meeting of this Association.

GEORGE F. SANDS,
J. REMSEN BISHOP,
W. C. WASHBURN,
WM H. VOGEL,
GEORGE W. OYLER,

Committee.

LOUIS M. SCHIEL, *President.*

GEORGE H. DENHAM, *Secretary.*

MEETING OF THE DEPARTMENT OF SUPERINTENDENCE OF THE N. E. A.

The next meeting of the department of superintendence of the N. E. A. will be held at Chicago, February 27, 28, and March 1, 1900. President A. S. Downing, of New York, has issued a preliminary announcement from which we glean the following:

The first session will be held at 9:30 a. m., February 27, and the program will consist of an address of welcome by Superintendent Andrews, with a response by the president, and a paper by Nicholas Murray Butler, on "The Status of Education at the Close of the Century." At the afternoon session, papers will be presented by Superintendent Aaron Gove, of Denver, and Superintendent Charles Gorton, of Yonkers, N. Y. The evening address will be delivered by

Walter H. Page, formerly editor of the "Atlantic Monthly."

The paper of the morning session for Wednesday will be read by Superintendent William H. Maxwell, of New York City; and at the afternoon session Prof. Atwater, of Wesleyan University, will present a paper on "Alcoholic Physiology and Superintendence." The evening address will be made by President E. A. Alderman, of North Carolina.

On Thursday morning, papers will be presented by State Superintendents Frank H. Browne, of Washington, and L. D. Harvey, of Wisconsin. In the afternoon, papers will be read by John W. Cook, President of the State Normal School, De Kalb, Ill., and Superintendent R. E. Denfeld, of Duluth, Minn. The evening address will be delivered by President Benjamin Ide Wheeler, of the University of California.

The above will indicate that a very strong program has been provided, and we are glad to note that it is brief enough to furnish an opportunity for a free discussion of the different papers presented. President Downing desires to make such discussion a special feature of the meeting.

The different passenger associations have granted the usual one and one-third fare rate for this meeting on the certificate plan, with tickets good going February

23, 24, 25, 26, and 27, and good returning on or before March 5.

The headquarters will be at the Auditorium hotel, which offers reasonable rates to all who wish to stop there. These rates range all the way from \$1.50 a day, European plan, two persons in a room, and \$3.00 a day, American plan, two persons in a room, to \$3.00 a day, European plan, one person in a room, and \$5.00 a day, American plan, one person in a room.

It would be well for those who desire to stop at the Auditorium to engage quarters as soon as possible. Those desiring accommodations elsewhere can secure the same by corresponding with Albert G. Lane, assistant superintendent of schools, and chairman of the local committee, Chicago.

Experience teaches us that Ohio superintendents are always loyal to these associations, and we shall hope to greet them there in large numbers.

EDUCATIONAL NEWS.

—Principals J. H. Dickason and Nelson Sauvain have issued a very attractive and helpful catalogue and prospectus for the summer school of Wooster university, which will open at 9 a. m., June 19, and close August 10, 1900. The best recommendations which this justly celebrated school offers are found in the rapidly increasing attend-

ance each year since its foundation in 1895, and in the strong faculty which it employs. For full particulars, write the principals at Wooster, Ohio.

—For a good topical outline of United States History, containing twenty-four pages, neatly bound, address the Sun Publishing Company, Ashland, Ohio. The price to teachers is 50 cents a dozen. Sample copy six cents.

—*Ohio Educational Monthly* and *Ohio Teacher* both for one year for \$1.50. Cash must accompany each order.

—The Wooster high school enrolls two hundred and seventy pupils with a faculty of ten teachers.

—The "Cherry School," Coshoc-ton, Ohio, was dedicated New Year's Day with appropriate exercises.

—The Putnam county teachers' association held the second meeting of the year at Leipsic, December 16. Both the attendance and program were good, the principal feature of the latter being two excellent addresses by Supt. M. E. Hard, Bowling Green, who left many good thoughts to inspire the teachers and interest them in the study of objects in nature.

—The inaugural address of Thomas W. Bookmyer, of Sandusky, Ohio, president of the Commercial Teachers' Federation, which recently met in Chicago, is full of

good things, and reflects great credit upon its author, who is so well and favorably known by many of our readers.

—We are glad to be able to announce that our friend, Prof. A. M. Hammers of the Indiana Normal School of Pennsylvania will be available for institute lecture engagements in Ohio the coming season. He has already visited Ohio a few times and has always given excellent satisfaction. "The British Isles from Blarney Castle to Bonnie Doon," "Picturesque Europe from Paris to the Po," and "Sunny Italy from Venice to Vesuvius" are a few of the many interesting subjects he discusses. Dr. M. G. Brumbaugh who is so well known in Ohio says:

"The 'Realistic Rambles' of Professor Hammers are as beautiful, instructive, and interesting as any lecturers of their kind on the platform today. His illustrations are superb; and his lectures rich in thought, spicy in method, and satisfactory to an eminent degree."

Institute committees desiring to engage Prof. Hammers should write him at Indiana, Penn.

—We are indebted to Supt. H. E. Kratz of Sioux City, Iowa, for a copy of the Seventh Bulletin of the Iowa Society for Child Study which contains a number of valuable articles one of which, on the subject of "Money Sense in Children," is of especial interest.

—The Cincinnati teachers' association at its meeting Jan. 10 was addressed by Dr. Howard Henderson Ex-Commissioner of Education for the state of Kentucky. His subject "The Age in which we live and the Teacher's Relation to the Rising Generation" was handled as by a master mind.

In his peroration the doctor stated that he was happy to have lived long enough to see the triangle of professions viz.: Law, Medicine, and Theology, changed to a square with the Teachers' Profession as the fourth side.

The speaker was greeted by an audience of some 250 teachers, which shows they appreciate the efforts of the present administration in bringing before the association men of recognized merit in the educational world.

Before adjournment the association passed unanimously a resolution favoring legislation looking toward the establishment of State Normal Schools.

—Supt. G. W. Leahy of Granville is meeting with great success in his new work. He has already been reelected for two years at a very substantial increase in his salary.

—The secretary of the executive committee reports an exceptionally good meeting of the Logan county teachers' association, Jan. 13. The forenoon was devoted to round table discussion under the leadership of Supt. Jones, of West Liberty. At

the afternoon session, Rev. G. E. Davies delivered an excellent address on "Moral Tone of the Community," and Miss Anna E. Logan spoke on "The Ideal School" in such a manner as to help and inspire all who heard her.

—B. O. Martin who has been a successful teacher and superintendent in Darke County for the past fifteen years, has moved to La Grange to take charge of the public schools of that town.

—A successful and interesting meeting of the Miami county teachers' association was held at Tippecanoe City Jan. 6. Prof. W. F. Deeter read a very instructive paper on "Commercial Geography" followed by an animated discussion led by Prof. F. S. Moffet.

An excellent paper on "Arithmetic" was next given by Prof. Coultrap, which was discussed by Dr. W. O. Thompson and the members of the association.

The afternoon session was held in the M. E. church. Dr. W. O. Thompson delivered an able and interesting address on "Higher Ideals."

—Mainly through the efforts of Rev. J. P. Readinger, a meeting for the advancement of the public schools of Lorain county was held at the court house in Elyria on Jan. 10, 1900.

Members of school boards from twelve of the twenty townships in the county were in attendance.

There were also present superintendents, teachers, sub-directors and patrons of the schools.

The following excellent program was given in full:

"Should We Have Township Superintendency?"—Supt. D. M. Byam, Kipton.

"Should Tuition of Graduates Under the Boxwell Law Be Paid From Township Funds?"—Supt. H. M. Parker, Elyria.

"Are the Teachings of Prof. Atwater in Reference to Alcohol Beneficial to the World?"—A. R. Webber, Elyria.

"What Qualifications Should Members of the School Board Possess?"—Supt. D. F. Ward, Lorain.

"What Qualifications in Teachers Should Boards Require?"—R. Baker, Elyria.

"Should the Truant Law Be Enforced?"—Rev. H. M. Tenney, Oberlin.

The following resolutions were adopted:

1. *Resolved*, That we request our senator and representative in the General Assembly to use their influence to amend the Boxwell law by substituting "shall" for "may," thus making the payment of tuition compulsory.

2. *Resolved*, That we believe the interest of the rural schools would be best subserved by having every township board of education composed of five members, the township to be divided into four districts, with one member to be

elected from each district for a term of four years, the fifth member to be elected by the township at large and to be the president of the board, his term of office to be four years. The members of the board to receive pay for time spent in attending meetings.

3. *Resolved*, That we favor the repeal of Sections 3916 and 3918 of Ohio School Laws referring to the election of sub-directors.

—Irish's "American and British Authors" has been adopted recently for use in the high schools of Nebraska City, Neb., Davis, Va., Vandalia, O., Pleasant Plains, Ill., Rainsboro, O., Van Buren, O., and in many other schools.

—We had the pleasure of spending Saturday, January 20, at Lancaster, Ohio, attending the meeting of the Fairfield county teachers' association. The attendance was large, and the meeting was enthusiastic throughout. We are under renewed obligations to our kind friends in that county for the cordial hearing given us.

—We are glad to learn through our friend M. C. Hemminger, of Clinton, Ohio, that the reading circle of Franklin township, Summit county, is doing very systematic and thorough work. Under the management of this circle a township institute was held January 12 and 13, which was very largely attended. Another meeting of a similar character will be held at Nimisila soon.

—We are under obligations to Supt. H. H. Bower, of Girard, for a copy of their new school manual containing revised course of study and general rules and regulations. Supt. Bower and his corps of twelve teachers are giving excellent satisfaction.

—The Southwestern Teachers' Association convened at Hamilton January 20 and was opened with prayer by Superintendent J. W. McKinnon of Middletown. Selections on the harp by Miss Kensington were followed by the introduction of the incoming president, Superintendent Hailman of Dayton, by the retiring one, Superintendent McClure of Oxford.

The special object of the meeting was the discussion of State Normal Schools. Principal M. F. Andrews of Linwood opened the discussion, calling attention to the non-professional equipment of too great a percent of Ohio's teachers, citing the advantages enjoyed by other states through their normal schools and pleading that the children of this state be given caretakers with skill and training not inferior to that secured to less valuable life through the State Agricultural College.

State School Commissioner Bonebrake followed in an address in which he read and explained the principal clauses of the Normal School Bill introduced in the State Legislature by Representative Seese.

The best means of securing the

enactment of the bill was discussed by Superintendents Dial of Lockland, MacKinnon of Middletown, W. I. Crane of Dayton, and W. P. Cope of Hamilton.

A resolution approving the bill as read and asking the General Assembly to support it, was unanimously adopted and a petition in accordance with the resolution was circulated and signed.

—The third annual session of the State Association of Boards of Education opened at the Great Southern Hotel, Columbus, January 25, with a general representation from all parts of the state. Several women members of boards were present.

State School Commissioner Bonebrake made an address of welcome which was responded to by J. M. Weaver of Dayton, president of the association. A round table discussion followed in which "The Purchase of Supplies and Apparatus" was first given consideration. "Should Local Applicants be Given Preference in the Selection of Teachers?" caused a spirited discussion. T. J. Godfrey, one of the trustees of the Ohio State University, said that in his city, graduates of public schools were not employed as teachers until they had taught school somewhere else or attended an outside normal school or university. He said it is a mistaken idea that the graduates of schools have a claim on a community, because it has educated them almost free of

cost. He thought some outside experience was absolutely necessary.

William G. Bruce, editor of the *School Board Journal* spoke in regard to boards of education. He said there was a movement looking to the concentration of power in boards of education. He favored large and, if need be, noisy boards in preference to small high-toned, exclusive miniature boards. By reducing the size of the board much of its representative character is lost. Mr. Bruce opposed the centering of too much power upon the superintendent. He said too often with small boards, the superintendent and president had the entire authority, the chief work of the board being to audit the bills.

Mr. Bruce spoke of the reduction of the size of the board in New York City. He said first-class men were selected, but that the small board was not as satisfactory as the large board. He said the busiest lawyer, banker or physician did not necessarily make the best member of the board of education. Often he would not have time to devote to the board. Mr. Bruce said aristocratic school boards, small in number, too often turned practically all the work over to the superintendent.

Mr. Bruce said it was wrong to give the superintendent entire control over the selection of teachers and supplies. He should take the initiative but the board should decide. Mr. Bruce said it was not possible to run the schools as a fac-

tory is run. In a factory, the stockholders know of its success by earnings in dollars and cents, but with schools it is different.

At the afternoon session a paper on "What Legislation is Needed for the Improvement of our Ohio School System" was read by R. S. Thomas of Akron, and Mrs. Mary E. Moore of Xenia and Richard G. Boone of Cincinnati read papers on the "Necessity for the Better Training of Ohio Teachers."

At the evening session Dr. W. O. Thompson of Ohio State University made an address on the growth and development of the school system of the state. It is needless to say that Dr. Thompson handled his subject in his usual clear and forcible style.

On Friday, January 26, the morning and afternoon sessions were combined. Frank L. Packard of Columbus read a paper on "School Architecture and Hygiene." After the election of officers and the disposal of general business the association adjourned at 12:30.

The officers for the ensuing year are as follows: President, W. S. Hoy, Wellston; secretary, James A. Williams, Columbus; executive committee, Charles T. Inman, Akron; D. J. M. Weaver, Dayton; Mrs. Vina D. Gartley, Sidney.

— Through an arrangement made with the executive committee of the N. E. A., we are able to furnish their publications upon the following terms:

Report of Committee of Twelve (Rural Schools), 25c.

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We trust that many of our readers will take advantage of these offers and send in their orders for these valuable reports. All orders should be accompanied by cash,— P. O. order or draft made payable to O. T. Corson,— and will receive prompt attention.

For full particulars relative to the contents of each of these reports, see October MONTHLY.

— The commencement exercises of the eighteenth graduating class of the Columbus Normal School occurred on Thursday, January 25. The Schoolmaster in Literature was the general subject of the essays of the evening. "Ichabod Crane" of "Sleepy Hollow" who must have created merriment for all because of his queer make-up both in appearance and disposition; "Mr. Squeers," the well known character of Dickens; "The Village Schoolmaster," Goldsmith's creation of old English days; "The Hoosier Schoolmaster" with all of his experiences, and Eugene Field, the "Children's Friend," were the ones chosen from a field so rich in literature. "Miss Pinkerton's School on Chiswick Mall" was used to show the difference between boarding schools of that day and those of the present day.

On account of illness the editor was compelled to cancel his engagement to make the address to the class and Dr. Richard Boone of Cincinnati very kindly took the place thus made vacant and made a most happy and pleasing address.

Miss Margaret W. Sutherland, principal of the Normal School, then delivered the class of thirty-four girls over to Professor Shawan, thus parting in a way with that many more of "her girls." The diplomas were distributed by Ed-

ward F. Heinrich, chairman of the normal school committee.

BOOKS AND MAGAZINES.

Ginn & Co., Chicago, Ill.:

"Milton's L'Allegro, Il Penseroso, Comus and Lycidas." Edited with introduction and notes by Tuley Francis Huntington, A. M. Mailing price 30 cents.

"Friends and Helpers." Compiled by Sarah J. Eddy. A very helpful book in teaching the lesson of kindness to animals. Mailing price 70 cents.

Ovid's Metamorphosis — I-II — with autobiography. Edited by William T. Peck, D. Sc. Mailing price 55 cents.

D. C. Heath & Co., Chicago, Ill.:

"Alice and Tom, or The Record of a Happy Year." By Kate Louise Brown. The volume is nicely printed and bound and contains a beautiful picture of free, healthy, hearty child-life. Price 40 cents.

"Pope's The Iliad of Homer," Books I, VI, XXII and XXIV. Edited with introduction and notes by Paul Shorey, Ph. D., of the University of Chicago.

Houghton, Mifflin & Co., Boston, Mass.:

"The Iliad." Books I, VI, XXII and XXIV. Translated by William Cullen Bryant. With introduction and notes. Number 137 of the R. L. S.

The MacMillan Co., New York City:

"Our Nature Birds." How to protect them and attract them to our houses. By D. Lange, Instructor in Nature Study, St. Paul Public Schools. A very valuable book for both teachers and students.

Werner School Book Co., Chicago, Ill.:

"Four Famous American Writers." A Book for Young Americans. By Sherwin Cody, author of "Four American Poets." The four writers whose lives appear in this book are Washington Irving, Edgar Allen Poe, James Russell Lowell, and Bayard Taylor. This book of 256 pages is beautifully printed and bound, and contains matter admirably adapted for the use of pupils in the sixth and seventh years of school work.

We are indebted to J. P. McCaskey, editor of the Pennsylvania School Journal for a half dozen pictures—specimen numbers of the "Lincoln Art Series."

These are dollar pictures, of large size (22x28 and 24x30 inches), and fine engravings only. Pictures not so good often sell for much more in the stores. The publisher offers these in quantity for schools at a very low rate. They are described in a fine illustrated pamphlet of sixteen pages, which will be sent on application to the publisher, J. P. McCaskey, Lancaster, Pa.

Rand and McNally of Chicago, have just issued a very complete

and valuable "Atlas of Two Wars" containing large scale maps of the Philippine Islands, and South Africa.

Allyn and Bacon, Chicago.

Oliver Goldsmith, "The Vicar of Wakefield," a tale supposed to be written by himself. Edited by R. Adelaide Witham, Latin School, Somerville, Mass. Introductory price, 40 cents.

Plane Trigonometry, Lyman and Goddard. Introductory price, \$1.00.

Some of the topics editorially treated in the "American Monthly Review of Reviews" for February are the Nicaragua Canal proposition, now before Congress, the Treasury and the Banks, Mr. Beveridge's speech in the Senate on the Philippine question, our tariff policy in Puerto Rico and Cuba, the meaning of "neutrality" in the Boer war, and the strength and weakness of the Boer position.

Among the many valuable articles in the February "Atlantic," two are of special interest to teachers. Clement L. Smith discusses "The American College in the Twentieth Century," believing that the time approaches when the present tendency to lengthen and elaborate courses of study must be dealt with, and that school and college curriculums must be modified both in length and in quality to meet the situation.

W. J. Stillman contributes a graphic and entertaining account of his school and college days,—including the then inevitable district-school teaching,—filled with anecdotes and realistic descriptions of the men and manners of the time. His sketch of the strong and singular personality of Dr. Nott, the eminent President of Union College, is especially lifelike and valuable.

"St. Nicholas" for February is unusually attractive as a valentine number. "The Story of the Sphinx," by Emma J. Arnold, "Two Valentines," by Tudor Jenks, "An Unsuccessful Colony," historical story, by Elbridge S. Brooks, are some of the most interesting numbers.

"Lippincott's" for February contains "The Bread Line," a complete novel by Albert Bigelow Paine. During the year Mrs. Margaret Deland, Captain Charles King, Louis Zangwill and others will contribute complete novels.

Among the many interesting articles to be found in the February "Forum" the ones on "Needs of the Southern Colleges" by Hon. J. L. M. Curry, Agent for the Slater and Peabody Funds, and "University Extension in Agriculture," by A. C. True, Director Experiment Stations, U. S. Dept. Agriculture, will be of interest to teachers.

"The Arena" for February contains "Social Experiments in Australia," by Rev. Dr. H. T. Burgess; "Strikes, Trusts, Boycotts, and Blacklists," by Francis D. Zandy, and a number of other interesting articles.

In the February "Century" John Morley brings out certain points of resemblance between the experiences of Oliver Cromwell and George Washington; each had the same difficulty in getting a permanent fighting force. He closes this number with an account of the battle of Naseby.

Two Easter solos of exceptional beauty have been secured by "The

Ladies' Home Journal" for publication in the March issue. The date of giving them to the public is timed so as to admit six weeks' rehearsal before their first rendition on Easter Day.

"Harper's Magazine" for February is full of interesting reading. Julian Ralph tells of "The True Flavor of the Orient" in his charming way. "To-day's Science in Europe," by Henry Smith Williams, M. D.; "Eleanor," the second installment of Mrs. Humphrey Ward's new novel, "Tarentelle," a poem, by Joseph Russel Taylor of Ohio State University, are some of the leading numbers.

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THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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No. 3.

OVER-STUDY IN THE PUBLIC SCHOOLS.

BY J. J. BLISS.

When such an arraignment of the public school system as that of Edward Bok in the *Ladies' Home Journal* for January is presented to the public it is only right that those having the management of the schools should defend them or at least show wherein the causes of the defects lie. Permit me to present a few points. It should be borne in mind that school courses are for children of average mental ability and in good health. It is also assumed that the school years from 6 to 18 are to be devoted to education in its best and broadest sense. Further, that there will be only a moderate amount of home duties, and that the child does not actually enter society until the completion of the course of study.

Now in our own schools for this normal child under the assumed conditions the time required for school duties is as follows: In the

primary grades only one-seventh of the child's waking hours in each year; in the grammar grades, one-fifth of the waking hours; and in the high school but one-fourth. These figures are based on an allowance of nine hours daily for sleep. Holidays are deducted, but not recess time. For the upper grammar grades one hour of home study is included and two hours of such study for the high school.

We do not think these requirements excessive, but if parents find them so we shall be glad to lessen them as much as desired. The aim is to give the normal child as full and rich an education as possible during the educative period of his life. If a child is defective either in mind or health allowance is made for the case and suitable studies assigned.

To the charge that too many studies are pursued, it is sufficient

to say that teachers of experience find that the added studies give new interest to school work and aid rather than hinder progress in other branches. Most pupils do the work easily and without harming themselves.

We admit that there is over-study in the schools; we greatly deplore the sad fact, but we are powerless to prevent it. Not until we can change human nature and social conditions can we remove this evil. So long as parents take pride in their children's attainments; so long as they compare their children's progress with that of their neighbor's children and wish them to do as well; so long will this evil exist in the schools. Over one hundred twenty parents and pupils have appealed to me personally or by note since September for promotion of the children. Many others have asked the same of the teachers. One must be made of stern stuff to resist these requests when he knows that a refusal means a charge of favoritism and prejudice. We do not blame these parents, knowing as we do that parental love is blind and can not judge its own fairly, however good the intention. No plan that Mr. Bok can devise will eliminate this factor from public school work. If it could the great host of teachers and superintendents would rise up and call him blessed. He deserves no credit for recognizing the evil, for does he not know that it has been discussed in

educational circles for decades? It belongs in the category of necessary evils.

How too will Mr. Bok do away with the just pride the pupils themselves take in keeping pace with their schoolmates? So long as ambitious children know the progress made by their fellows, so long will they be anxious to make an equal or faster pace. And often against the advice of parent and teacher they keep up the race until exhausted.

How, again, shall we prevent another class of pupils from hastening through school that they may begin to earn wages? There is a number of such in the schools who are endeavoring to save time but who are doomed to find that they have wasted it in breaking down their health with over-study. The parents in these cases are often the innocent cause; for they need the additional income for the family, yet wish their children to have the advantages of the full course of study. Such conditions we shall always have with us.

Likewise we shall always have the youth who from mere love of study spend too much time over books. In spite of advice of parents and teachers they overwork and finally break down either before or after leaving school.

Another class is the constitutionally weak who ought never to attempt to do what other children do, yet insist upon doing the full work

of a normal child. Of course these soon fail and drop out of school.

But the most numerous failures are found among the children whose manner of life outside the school-room is poorly regulated. Some enter good society and some bad; but the distractions, the late hours; the false views of life, the time spent; all these whether in good or bad society are unfavorable to good scholarship and good health.

When we consider these five classes the wonder is that so few of our youth fail in health. I protest that if it were not for the partial safeguard thrown around them by the system of the public schools many more children would fall victims to the evils named. Is not Superintendent Gove of Denver right when he calls for the schools to have a more complete supervision of the child's life that we may lessen these evils?

It doth not yet appear that parents are prepared to take the place of experts and enter the schools to regulate the courses of study or the classification of children. If each parent will without prejudice or favor assist in regulating the home life of his children and keep in close touch with their school life; if he will give candid consideration to the advice of teacher and superintendent; if he will try for his children's own good to suppress parental prejudice; if he will remember that school conditions and methods have changed, and if he will sanc-

tion the most approved school books and apparatus; then he will have done infinitely more than by Mr. Bok's method of raging against the system of the schools.

Yet the article in question has not made out so bad a case as seems at first sight. Supt. Gillett of Crestline has shown that the number of failures from nervousness as shown by our critic is only about one in every hundred of the enumeration. This is not so alarming a way of stating the matter, yet it is the only fair way.

Our critic is right in his note of warning, but he is lamentably wrong as to the cause of the trouble and its cure. He is also wrong as to the magnitude of the evil and in his sensational way of presenting it.

I have great faith that as the conditions become known to the public there will be greater care exercised in the homes and that the overpressure in schools will be reduced to a minimum. Since September seven parents have requested the writer not to promote their children. May this be the leaven to leaven the whole lump.

Teachers should be patient with the public in these matters and should bear no ill-will toward parents who through love of their offspring fail to appreciate the earnest, honest efforts of teachers to do the best for the individual and collective child. It is my belief that most parents mean well in these matters and that those who err do so from

parental love and not knowing all the circumstances attending the case.

Let teachers, then, visit parents, and parents consult with teachers in sincere effort to arrange for each child such work as is best fitted for his individual needs, so far as it can be done with justice to all concerned. But it can not be expected that the general course of study should be based on what the slower pupils can do, nor on what the physically weak ought to do. Nor

can the excellent graded schools of the country ever be degraded into the each-go-as-he-pleases travesty of the old time country school. Yet with their different courses of study schools are more and more coming to adapt themselves to the particular needs of the children. If superintendents should relate their experiences in resisting the overpressure in schools they could furnish the *Ladies' Home Journal* with the most sensational articles it was ever guilty of publishing.

NOTES ON A TRIP TO CALIFORNIA.

BY J. P. GORDY.

On a midwinter trip to California over the Chicago and Northwestern, the Union Pacific and the Southern Pacific, the first place of importance the tourist strikes after crossing the California state line is Truckee. If the train stops there one is sure to get off to take a look at the mountains, to drink in the invigorating air, and fill oneself full of the odor of the pines. (On my way home last summer I got up at 6 o'clock in the morning in order to see Truckee. Who ever saw Truckee without wishing to see it again?) Fourteen miles farther west you pass Summit Station, the highest point of the Sierra Nevada reached by the train, and then you glide through a region

whose picturesqueness and beauty may be felt but cannot be described.

As you leave the Sierra Nevada you leave snow and winter behind you and enter the beautiful and fertile Sacramento valley. That valley, like many another in California, as a very intelligent Californian remarked to me, illustrates the law of life. As there was no progress in the world until the few had leisure through the labors of the many, so the surpassing richness of the valleys of California has resulted from the fact that 60 per cent of the surface of the State of California, sloping at an angle of 15 degrees, has been stripped by erosion of its soil in order that its

valleys might be enriched. A reliable gentleman told me that he, himself saw an artesian well sunk in one of the valleys of the state where the soil had a depth of 40 feet!

A hundred miles from Summit you reach Sacramento, and 90 miles west of the latter city, the "warder of two continents" the beautiful, unique city of San Francisco, whose summer is all May and whose December never comes.

While the readers of the MONTHLY were sitting in their well warmed rooms on the afternoon of Christmas day, I sat for two hours in the open air with the lightest of light overcoats watching the great football game between the Carlisle Indians and the University of California. And the last day of the year I sat in perfect comfort for an hour out of doors without any overcoat at all. The green grass, the big palms, the flowering hedges, the roses, geraniums, hydrangeas and many other flowers in full bloom, although, of course, I expected to see them, somehow always came upon me with a sense of surprise.

More interesting than the scenery were some of the people I saw on my trip. In a sleeping car, paying no attention to the hubbub of conversation, I noticed a negro quietly reading, lead pencil in hand marking passages on the margin of his book. Imagine my surprise when I learned that he was reading

Emerson's Essay on Compensation! He told me that his father and mother were slaves for twenty years. From slavery in one generation to the appreciative reading of Emerson in the next struck me as a pretty long stride.

I met another man who lived in one of the towns of Utah. Carefully feeling my way to ascertain whether he was a Mormon or a "Gentile" and learning that he was the latter, I asked him if he knew Roberts, congressman-elect from Utah. No, but he knew many of his relations. Then he told a story of a niece of Roberts who naively said, speaking of the effort that was being made to prevent her uncle from taking his seat in congress, "Why, Uncle Roberts has only got three wives!"

I met the owner of a walnut ranch in Southern California, a man who went west from Ohio fifteen or twenty years ago, and who is well known to many people of Columbus. He told me his walnut ranch paid him from \$100 to \$200 an acre yearly, according to the size of the trees, and that a neighbor of his had sold his orange crop in the field the last two years for \$400 an acre. He was just returning from a trip in Nevada. He had ridden from the nearest railway station, 100 miles, on horseback, only one house on the way, to look at an 1800-acre cattle ranch which he was thinking of buying. I caught the flavor of the genuine pioneer

spirit as I listened to his talk, and the peculiar thrill which I experienced as he talked of the vast solitudes of the life to which he was evidently looking forward with anticipations of pleasure, enabled me to realize my kinship with the nomads, who many centuries ago lived in just such solitudes and wanted to live in no other way.

One of the most interesting things about the journey from Chicago to San Francisco, is the perfectly equipped hotel on wheels in which American enterprise enables you to make the journey. Think of the almost incredibly short time in which the trip is made. You can leave Columbus, say Monday morning at 9 o'clock on the Hocking Valley, Buckeye route, at 5 you are in Chicago; you leave at 6:30 on the Overland Limited of the Chicago and Northwestern, and at 8 Tuesday morning you are in Omaha; you leave Omaha on the Union Pacific at 8:25; next day (Wednesday), at 12:50 p. m., you are in Ogden; you leave Ogden by the Southern Pacific after three-quarters of an hour's halt, and next day (Thursday), at 5:15 p.m., you are in San Francisco. You have made the entire trip, nearly 2,700 miles, crossed two great mountain ranges, in 82 hours! Or, if you wish to go a little more deliberately, you leave Chicago at 10:30 p. m., say Monday, and arrive at San Francisco at 9:45 Friday morning—two transcontinental trains daily.

And the time is constantly being shortened. Since last summer the time has been shortened more than 14 hours. The Southern Pacific, I am informed, is now spending immense sums of money to straighten its route at various points between Ogden and San Francisco. It looks as though a prediction made to me by an official of the Union Pacific as we stood in the magnificent new depot of that road at Omaha, would be fulfilled: "Within 10 years we shall make the trip from Chicago to San Francisco in 48 hours!"

And the luxuries! The Overland Limited of the Chicago and Northwestern, the Union Pacific and the Southern Pacific railroads is simply a perfectly equipped hotel on wheels. What do you require of a first-class hotel? Rooms finished in handsome wood? An elegant dining room, whose table is supplied with all the delicacies of the season? A barber shop? Bathrooms? All these and more you find on the Overland Limited. A carefully selected library, the latest magazines, a buffet car, are at your service—everything that the most exacting could demand for his comfort except a gymnasium, which I predict will be added to this splendid train within the next ten years. On the slower train you can get all that comfort requires on the tourist cars which run without change from Chicago to San Francisco for the very reasonable sum of six dol-

lars, or you can travel in the same luxurious fashion as on the fast train.

The day after I reached San Francisco my wife took me to see the most unique thing I have ever seen in the city, Chinatown not excepted, a suburb called Car Town. It is situated immediately on the bank of the Pacific. As its name implies, the chief part of its houses consists of cast off street cars. As we noticed the well-kept yards and the tasteful way in which the houses were painted, we speculated on the kind of people who lived in them. We had the good fortune to come upon a lady standing in her yard, to whom my wife, upon some pretext or other, addressed a remark, and who, noting our interest in Car Town, invited us into her house.

The rooms on the ground floor into which we entered were built under two large cars which were raised to form the second story. The dining room was a dainty little room whose walls were covered with lincrusta. From the dining room we were taken into the kitchen, which had two large pantries and a bright nickeled range. Off the hall which led up stairs was a good-sized bathroom with porcelain bathtub, open plumbing, and hot and cold water. Up stairs were the rooms which had served as cars, literally transformed into bowers of taste and beauty. Their walls were decorated with paint-

ings and panels which were the work of the lady of the house, of which any amateur might well be proud. We ventured to ask her if all the people of Car Town were like herself.

"Oh, we don't neighbor with all of them, but we have some very pleasant acquaintances here."

The new charter of San Francisco has just gone into operation. Mayor Phelan has now more power than the mayor of any other city in the United States, with the possible exception of Detroit. He appoints a large number of the most important officials of the city government, who are responsible to him alone. He appoints the school board, which consists of four members, each of whom receives a salary of \$3,000 a year, a unique thing in the educational history of the country. I asked a prominent banker in San Francisco what he thought of it. "It's dead right! Why should men give their time to the city for nothing as members of the board of education?"

The more I think of it the more I incline to agree with him. Small school boards consisting of thoroughly honest and capable men, paid a salary that will enable them to devote their time to the work, will give, I believe, better results. I wonder if there are not some cities east of the Mississippi river, possibly within the State of Ohio, in which \$12,000 a year paid to secure a thoroughly good board of

education would be an economical investment?

Some thoughtful people in San Francisco do not share the prevalent enthusiasm as to the great amount of good that is to result from the opening of China to the commerce of the world. They think the conservatism of the Chinese will prevent them from buying for many years, to any considerable extent the products of other countries. The Chinese show their conservatism in amusing ways. They make excellent servants, reliable, steady, industrious to an extraordinary degree. A hundred of them working on a railroad, for example, may be counted on to do a hundred times as much as one man — as 100 machines of the same kind will do a hundred times as much as one. But when you make a bargain with one of them it behooves you to state in great detail precisely what you want him to do. If you want him to water your lawn or feed your horse and do not say so, he is likely to regard a request to do one of these things as a breach of the contract.

Careful observers of San Francisco business methods think that the city offers great opportunities to business men with Eastern ideas of profits. They say that the forty-niner who turned up his nose at an investment that did not promise a return of 100 per cent and the original ranchman who disdained a farm in which he could not drive

his team in one direction all day and camp over night and drive back the next day (there are farms still in California of 100,000 acres) still typify, to a large extent, the business notions of San Francisco.

Their notions, said this gentleman, have not come down to the penny basis. It is a fact that very few pennies are in circulation in the city. There is no penny paper. I sent a telegram not far from San Francisco, the charge for which was 26 cents. I gave the operator 30 cents and he never thought of giving me the four cents in change; he hadn't the pennies to do it with.

The problem which presents itself to the whole of the United States — the problem of making the material side of civilization contribute to its noblest ends — presents itself in a peculiarly acute form to California. With resources so wonderful that they almost remind me of a tale of the Arabian Nights, the material future of California is beyond question. But will this material greatness be made to serve the noblest ends of civilization? Will it be made to contribute to the refining and ennobling of life?

It is interesting to note the indications that California is conscious of this problem and is struggling to give it the right solution. The city of San Francisco contributes \$50,000 yearly to the support of its public library. The State University of California has an income more than twice as great as that of

the State University of Ohio. The Leland Stanford University has the largest endowment of any institution in the country with the possible exception of Harvard and Co-

lumbia. These are some of the indications that California is conscious of her problem; let us hope that she will solve it.

HOT ICE.

BY J. A. CULLER.

In previous articles we have made the statement that heat is molecular motion. One body is hotter than another only because its molecules are moving faster and farther. Heat is not a material substance but only a condition of matter. The old idea, that heat is matter, is not rooted out of some people's minds yet. We hear it said that heat comes to us from the sun or from a hot stove, but this cannot be so, for heat is molecular motion and there are no molecules between our air and the sun. Whatever the form of energy is that comes from the sun we know that it makes the long trip in nearly eight minutes and the path upon which it travels is extremely cold. It is only when this radiant energy is arrested in its flight that there can be any heat. A moving rifle ball in space may be perfectly cold, but if it strikes some object in its path it may become hot enough to melt the lead of the bullet and heat the object it strikes.

The impact of a heavy cannon

ball against the turret of a monitor makes it uncomfortably hot for those who are operating within. Just so, it is only when there is something material in the way of the radiant energy from the sun that there can be a stirring up of the molecules and then we call it heat.

Some kinds of matter will much more effectively arrest these radiations than others. Everyone knows from experience that a black object will get hot faster than a white one, and anyone sitting within a room on a cold winter day when the sunlight is pouring in through the window may feel the glow of warmth on his face and hands while the window-pane remains cold as ice. This is explained by the fact that the glass stops but few of the sun's radiations while the face and hands entirely stop those that strike it and their energy of motion is converted into molecular motion of the body.

There is heat in a red-hot stove and one may warm his hands by holding them nearby, but no heat

passes from the stove to his hands.

The etherial radiations from the stove warm the hands by giving over their energy to the molecules of the hands which now take on that quicker motion which we call heat while the space between the hands and stove may remain absolutely cold, and would be so if it were not for the air.

The only way, then, by which heat can move from place to place is by *conduction*. That is, the increased motion of a few molecules may be communicated to their neighbors, and these in turn may bump those adjacent to them, much as motion may be passed through a row of balls by striking the one at the end.

No heat can be moved from place to place by radiation any more than sound can be transmitted by a telephone, and it is just as unscientific to say that heat comes to us from the sun or a stove as it is to say that because a penny is heated by a stroke of a hammer therefore the heat was in the hammer before it struck the penny.

We are taught also a third method of heat distribution called convection, but this does not properly belong to the subject of *heat*, and should be considered under buoyancy. Of course convection has much to do with the distribution of heat but only in the sense that potatoes may be distributed by carrying them about in a bushel basket.

Heat, then, distributes itself only by conduction.

This may seem to some to be a distinction without a difference, but it is just this kind of distinction that we ought to make when we consider this kind of a subject. Loose and superficial thinking is of no value in science.

Now, what do we mean by the terms hot and cold? Ordinarily these terms have a meaning only in reference to the bodily sensation taken as a standard. This, of course, is a very unreliable standard, for the same object may be warm to one person and cold to another, or the same person may have the sensation of warmth in one hand and cold in the other from contact with the same object. The science of heat could make no advance while we had to rely on such a standard.

The thermometer, however, gives us a very nearly accurate statement of the temperature of a body and depends upon the fact that equal changes in the temperature of a body produces equal change in the volume of the liquid contained in the thermometer; but as soon as we use this instrument as a measure and leave out bodily sensation, then we can only say that an object is hotter or colder than another. Heat condition becomes purely relative. Hot and cold are meaningless terms in science, except when we fix our point of reference.

There is then no paradox in the expression *hot ice*, if we are referring to something much colder. The temperature of liquid air is 412° Fah. below zero, and when some of it is placed upon ice the liquid boils as does water when poured upon a red-hot stove. Ice might then be said to be "red-hot" in reference to this liquid. So, also, melted lava is cold when we compare it to the heat of the arc light or the sun.

There is no matter of which we have any knowledge that does not have its molecules in motion, i. e. it has heat. The only important question with us is how fast are its molecules moving and what is its state under that condition? The only difference between water and steam is in the rapidity of motion of their molecules, i. e. in the quantity of heat which they contain. Water contains more heat than ice, and ice more than colder ice. A good deal of confusion exists in the minds of some on this topic, because they confuse the quantity of heat with the temperature. There may be a very high temperature and very little heat. A teapot full of boiling water contains much less heat than an iceberg. The sum of the motions of a great many molecules, each moving slightly, is greater than that of a few moving rapidly. That the temperature of a body is high is no indication that it contains a large quantity of heat. Your water cis-

tern may show a considerable depth of water, but unless you know its capacity, the depth can give no indication of the quantity of water it contains. The same amount of water poured into two tubes of different bore will fill one higher than the other. This difference of height is what we call the difference of temperature when we talk about heat. If you can apply a large quantity of heat to a body without raising its temperature much, that body must have a great capacity for heat. Water has a greater capacity for heat than almost all other substances. Iron can hold only about .1 as much, glass .17, and silver .05 as much under like conditions. This makes water a great temperature balance wheel on the earth, storing up the heat energy of the day and the summer and giving it forth in the night and the winter.

Here is a very simple experiment which should be tried by every one who has not already done so. Weigh out one pound of water and put into a tincup. Take the temperature of the water with the thermometer. The house thermometer will do if the lower part of the wooden support is cut off at the 0° mark, or even at 32° Fah.

Now put the cup of water on the stove and keep the heat constant, mark carefully the time when the heat is applied, stir the water gently with the bulb of the thermometer and note the time when the water

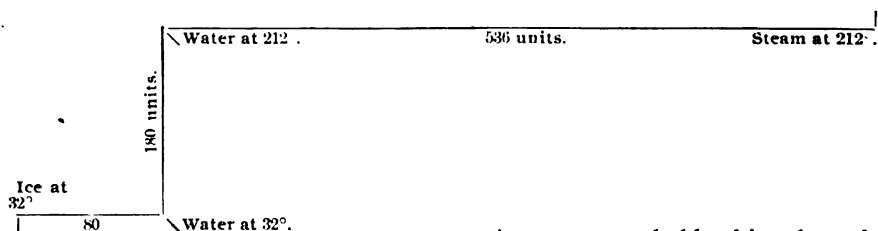
has gone up one degree. Try this over several times and try to get as nearly as possible the time required to raise the temperature of one pound of water one degree Fah. If the quantity of heat applied to the cup is great, the time will be short and I would then let the water rise 10° Fah. and divide the whole time by 10 to get the time for one degree. Take this as your measuring unit; say one pound of water was raised one degree in one-fourth minute.

Now begin again, but this time put one pound of ice into the cup and place on the same source of heat, noting the time as before. When the ice has partly melted keep stirring the floating lumps with the thermometer. The mercury will be stationary at 32° Fah. until all the ice is melted and now note the time again; if it took one-fourth minute to heat the water one degree you will find that it will take 20 minutes

will now rise from 32° to 212° Fah. To do this of course will take 180 of our units, but now the mercury comes to a standstill again and will remain steadily at 212° Fah. (near 212, depending on barometer) until all the water is converted to steam. If the time of boiling away be noted it will be found that it takes 134 minutes, assuming that all conditions are the same as we have assumed for the water and ice. Then it will take 536 units of heat to turn the water to steam.

This is a simple but very valuable experiment and even with this crude apparatus fairly accurate results can be obtained. Be particular with the first experiment in getting the time of the heat unit. In the above work it was one-fourth minute, and in another experiment I remember it was one-tenth minute where the amount of water and source of heat were different.

The operation may be figured like this, —



to melt the ice, i. e. it takes 80 times as much heat to melt the pound of ice as it took to raise one pound of water 1° .

If the tincup with the melted ice be left on the stove the temperature

A very remarkable thing here is the large amount of heat which goes into the ice and again into the boiling water without changing its temperature. When these operations are reversed of course all this heat is given back.

We close this article with a few questions which we hope the reader will try to answer in a truly scientific manner.

1. Why does it grow colder as we ascend toward the hot sun?

2. Why are the islands of Lake Erie good for fruit?

3. Why will a tub of water in a cellar save the fruit on a cold night?

4. What is the use of bed covers?

5. How can perspiration cool the body?

6. Why does the watched pot never boil?

7. If you could see what happens between the ice and the cream in a freezer, what would it look like?

8. How cold could it possibly get?

Please go a little deeper than is usually done in answering these questions.

ENGLISH GRAMMAR.

BY A. F. WATERS.

RANDOM NOTES ON CASE.

There is no difficulty in understanding, what may be called, for lack of a better expression, the *simple* objective relations. We mean such relations as:—

Woodman, spare that *tree*!

Touch not a single *bough*!

In youth it sheltered *me*,

And I'll protect *it* now;

This was wounding the old *governor*;

Then turning the *head* of his *horse*, he rode on.

The objective case, or accusative which is the same, in Latin is used to express duration of time and extent of space. Thus:

Annos tres abest;

Iunt decem *milia* passum.

'Annos' and 'milia' are called Ad-

verbial Accusatives. When these expressions are turned into English, the construction is not different, but the English not having an objective form different from the nominative, the case is not apparent. The English would be:—

He was away three *years*;

They went ten *miles*.

'Years' and 'miles' sustain the same relation to the English sentences that 'annos' and 'milia' do to the Latin.

This construction having no verb, participle, or preposition governing it, is frequently, or perhaps usually, called the Objective without a governing word.

Because 'three years' and 'ten miles' answer the questions respectively 'how long'? and 'how far'?

they are, by many, and very appropriately, called ADVERBIAL OBJECTIVES.

Adverbial Objectives are made to include nouns denoting time, distance, weight, value, measure, or manner, after intransitive verbs, adjectives, and adverbs. Examples: —

He was six *feet* tall;
 Thou didst remain a dozen
years;
 Behind I saw them, scarce a
rood;
 He called an *hour* early;
 He is sixty *years* old;
 Woe worth the chase, woe
 worth the day
 That cost thy *life*, my gallant
 gray.
 He lived only a few *weeks*;
 He ran a *mile*;
 They came full *tilt*;
 We sailed *north* three days;
 They bound him *hand* and
foot;
 Every *hour* thy heart runs
 wild.

For the following Adverbial Objectives see Direct and Indirect Objectives below: —

He was given a *book*;
 We were denied the *privilege*;
 These boys were taught *algebra*;
 It is laid *hands* on and kissed.

DIRECT AND INDIRECT OBJECTS.

Some verbs are followed by two objects, one a Direct Object, the other, an Indirect Object.

The Indirect Object regularly precedes the Direct and is only indirectly affected by the verb, and denotes that to or for which something is done. Examples are: —

He gave *me* a *book*;
 They did *us* an *injury*;
 We sold Mr. *Smith* a *horse*;
 The teacher asked the *boy* a
question;
 We taught *him* *algebra*;
 The merchant ordered *me* a
coat;
 The tailor made *him* a *suit*;
 They sent *her* a *present*;
 We wrote *him* a *letter*;
 The teacher granted *us* the
privilege to snowball;
 We do not envy *Crassus* his
wealth;
 You will surely grant *mercy*
what you refused wrath;
 It afforded *God* a *sacrifice*;
 I wish *others* great *success*;
 We awarded *him* a *diploma*.

The following are some of the verbs that may take a Direct and an Indirect Object: —

Tell, ask, send, teach, read,
 sing, buy, carry, write,
 make, lend, deny, order, do,
 grant, afford.

Occasionally the Direct Object precedes the Indirect, as in: —

This I assure *you*;
 These *things* they told *us*.

If the Direct Object should precede the Indirect, the preposition is required; thus: —

He gave a *book* to *me*;
 They did an *injury* to *us*;

We sold a *horse* to *Mr. Smith*.

When in doubt whether a word is an Indirect Object, try interchanging the objects. If they can be interchanged, and the noun in question now requires a preposition, it is safe to say in most cases, it was an Indirect Object in the first reading. Examine the following in this way: —

We made the *boy* a *sled*;

We made the *boy* *captain*;

They gave *him* his *freedom*;

The teacher refused the *boy* his *request*;

We thought *him* an honest *man*.

Verbs governing a Direct and an Indirect Object will take in the passive either object for the subject. If we make the Direct Object the subject we have: —

A book was given *me* (or to me);

An injury was done *us* (or to us);

A horse was sold *Mr. Smith* (or to Mr. Smith);

Many things were told *him* (or to him);

A question was asked the *boy* (or of the boy);

Algebra was taught *him* (or to him);

our Indirect Object in a general way, answers to the Latin Dative, and, in the Latin, whenever the Direct Object is made the subject in the passive, as was done with the English just above, the Dative remains unchanged. Following this

analogy 'me,' 'us,' 'Mr. Smith,' etc., would be Datives. But the Latin Dative corresponding in general to our Objective with "to" or "for," which is clearly implied, if not expressed, in all sentences of this character, it simplifies matters, especially since we have only two noun case-forms, to speak of them in the Objective Case with a preposition understood.

It has been seen that the Indirect Object still remains in the Objective Case, the object of a preposition expressed or understood, when the Direct Object is made the subject in the passive form. So it remains to be seen what becomes of the Direct Object when the Indirect Object is made the subject of the passive verb. In the Latin, verbs of *asking* and *teaching*, which in English take the Direct and Indirect Object, govern two Accusatives, one of a PERSON and the other of a THING: as,

Me sententiam rogavit.

He asked *me* my *opinion*.

Quis musicam docuit *Epaminondas*?

Who taught *Epaminondas* *music*?

In the passive the Person is regularly made the subject, and the Thing is still retained in the Accusative (Objective) case. The Latin passives would be: —

Ego sententiam rogatus sum;

Ab quo *Epaminondas* *musicam* doctus est?

Notice 'sententiam' and 'musicam'

are accusative forms, the nominative and Ablative ending in 'a' and the Genitive and Dative in 'ae'. The corresponding English passives are: —

I was asked my *opinion*;

By whom was Epaminondas taught *music*?

It is at once apparent from their forms that 'sententiam' and 'musicam' are in the Accusative case, and one might suppose the objects of the passive verbs 'rogatus sum' and 'doctus est;' but they are not the objects of these verbs, or of any preposition expressed or understood. Verbs of Asking and Teaching govern two accusatives in the Active, and when the Person is made the subject in the passive, the Thing is retained in the Accusative without being the object of anything. *Extent of Space* and *Duration of Time* are regularly expressed in the Latin by the Accusative without any word governing it, and we do the same thing in English, as has been pointed out. 'Opinion' and 'music' following the passive verbs are in the Objective Case without a governing word. In English we do not attempt to make any distinction between, —

He asked *me* my *opinion*;

Who taught Epaminondas *music*?

and

He gave *me* a *book*;

They did *us* an *injury*;

We sold *Mr. Smith* a *horse*;

The teacher granted *us* the *privilege*.

Nor do we attempt to discriminate between the constructions in the passive. So, if we make the Indirect Object the subject in the passive, the Direct Object in the active remains in the Objective Case in the passive *without a governing word*; thus,

He was given a *book*;

We were done an *injury*;

Mr. Smith was sold a *horse*;

We were granted a *privilege*.

GENERAL STATEMENTS.

1. When the Direct Object of a verb governing a Direct and an Indirect Object is made the subject in the passive, the Indirect Object remains in the Objective Case, the object of a preposition expressed or easily implied.

2. When the Indirect Object of a verb is made the subject in the passive, the Direct Object remains in the Objective Case, but is without a governing word.

3. A noun or pronoun in the Objective Case without a governing word has the use of an Adverbial Adjunct to some word without any sign of connection expressed between the two. In the sentence,

He was taught *Algebra*,
'Algebra' is an Adverbial Adjunct, or element, if you please to call it so, to 'was taught.'

Closely akin to the constructions just described are those found with

certain passive forms, where the object of a preposition instead of the object of the active-transitive verb is made the subject of the passive verb. Thus, we have for

The jailor took *charge* of the *prisoner*;

The father laid *hands* on the *boy*,

two passive forms; one with the object of the verb as the subject, as in,

Charge was taken of the *prisoner*;

Hands were laid on the *boy*; the other with the object of the preposition as the subject, the object of the verb remaining in the objective case, but without a governing word; as in,

The *prisoner* was taken *charge* of;

The *boy* was laid *hands* on.

OBJECTIVE PREDICATE.

There is yet another class of verbs capable of governing two objects, one representing some Person or Thing; the other, the Rank, Occupation, Office, Business, or some result growing out of the action of the Verb upon the former object. Such examples are: —

They named *him John*;

We elected our *friend assessor*;

Here the relation of 'John' and 'assessor' to 'him' and 'friend' is a predicate relation, brought about by the power of the verbs to govern an object and at the same time to make

a sort of predication of the object. The meaning is not altogether different from,

He was John by naming;

Our friend was assessor by electing.

'Him' and 'friend' are in the objective case, the objects of the verbs; 'John' and 'assessor' are in the objective case, objective predicates to 'him' and 'friend.'

In the sentence,

We thought *him to be an honest man*,

we see the objective-predicate relation of 'man' to 'him' formally expressed by 'to be,' but in

We thought *him an honest man*,

we have the same meaning, and the same predicate relation, only the sign of predication is not expressed.

Other examples of the Objective Predicate are:

The House appointed a young man *chaplain*;

He called the light *day*;

Practice makes it *what it is*;

The gods made the poets their particular *care*;

Make life one great, sweet *song*;

We think it a *disgrace* to squander your money;

Yes, call that holy *ground*;

I have made thee a *God* to Pharaoh;

The following are some of the verbs that may govern an Objective Predicate:

Name, elect, style, appoint, choose, think, make, dominate, consider.

This Objective Predicate is called the Attributive Object by Green, and Reed and Kellogg; Factitive or Objective Predicate by Whitney; Indirect Object by Bullion; Objective Case in Apposition by Park; Second Direct or Factitive by Meiklejohn; Double Object by Harvey; Objective Attribute by Metcalf; Factitive Object by Maxwell.

When a sentence containing an Objective Predicate is changed to the passive form, the Person or Thing becomes the subject, and the Objective Predicate becomes a Nominative Predicate following the passive verb; thus,

He was named *John*; — —

Our friend was elected *assessor*;

A young man was appointed *chaplain*;

The light was called *day*;

The poets were made their particular *care*;

May life be made one great, sweet *song*.

The Objective Predicate can not be made the subject in the passive.

When in doubt about the case of

a noun following a passive verb, change the sentence to the active form; if now you have a Direct and an Indirect Object, the noun after the passive verb is in the objective case; if you have an Objective Predicate in the active, the noun after the passive is in the Nominative Case.

COGNATE OBJECT.

Some Intransitive Verbs take a Cognate Object, that is, one with a similar or cognate meaning to its own. Examples: —

She *sang* a *song*;

He *dreamed* a *dream*;

He *struck* a *blow*;

They *danced* a *jig*;

They were *shooting* the *shoots*;

She *laughed* a merry *laugh*;

They *danced* the *Cyclops*.

IMPERSONAL OBJECT.

Sometimes we give a verb an object which represents no particular object or thing. Such Objects are sometimes called Impersonal Objects. Here are a few: —

Come trip *it* on the green;

They frolic *it* along;

They footed *it* home;

She coquettes *it* with every fellow she meets.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

The reference made by Dr. Burns, in the last MONTHLY to his visiting the tomb of St. Clair, naturally suggests the importance of having pupils become conversant with the entire life record of the men who have been conspicuous in the affairs of our state. Our first glimpse of St. Clair is when he is setting out from Fort Washington (Cincinnati) upon the memorable expedition which ended so disastrously at Ft. Recovery. We next find him at Marietta assuming the responsibilities of first governor. Rarely do we find our pupils crossing the river and the mountains to ascertain what causes had brought him to Ohio to take such an active part in affairs here. Much momentous history surrounds the career of St. Clair. No man in those early days would have been given command of an expedition against the Indians in the far-away forests of the almost unknown northwest who had not made a military record previously. What was St. Clair's record? Here's a fruitful topic for a composition for Friday afternoon, or any other afternoon, and the teacher himself might gain some bits of information in looking up sources of information for the pupil. These investigators, teacher and pupil, would be taken back to

those eventful days of the French and Indian War—the days when Washington was entering upon the military career which afterward became luminous. They would find St. Clair busy, as a subordinate, in all those military operations which preceded Braddock's defeat, and in those very events, even in the awful slaughter of Braddock's army they would find, doubtless, the facts that inspired Washington's admonition to St. Clair years afterward in connection with the expedition against the Indians—"Beware of a surprise." They would find St. Clair at Ticonderoga and on many another sanguinary field in the Revolution, under the ever watchful eye of Washington—and after tracing these events they would understand why such important interests in the Northwest Territory were committed to his hands. They would no doubt examine somewhat critically the events at Ft. Recovery in the early morning of that autumn day in 1791—events that caused that outbreak of passion on the part of Washington—one of the very few that are on record. "Yes, here, on this very spot, I took leave of him, I wished him success and honor. 'You have your instructions from the secretary

of war,' said I. 'I had a strict eye to them, and will add but one word, Beware of a surprise! You know how the Indians fight us, I repeat it, Beware of a surprise!' He went off with that my last warning thrown into his ears. And yet! To suffer that army to be cut to pieces, hacked, butchered, tomahawked by a surprise—the very thing I guarded him against—O God! O God! He's worse than a murderer! How can he answer it to his country! The blood of the slain is upon him—the curse of widows and orphans—the curse of heaven!" We know, of course, that St. Clair was exonerated when all the facts became known, and yet, as he sat there in his little shop in the evening of life, his thoughts must often have reverted to that November morning, reflecting on what might have been if the laxity of that fatal half-hour had been eliminated.

Two compositions are given this month illustrating both Geography and History. The "Old Stone Fort" in Perry county is one of the most interesting and mysterious curiosities in Ohio, and it is well for teachers and pupils to know something of it. Superintendent C. L. Martzoff is himself a careful student of such subjects and deserves great credit for inspiring his pupils with an interest in such investigations.

The other composition is one of

thirty-six which Miss E. M. Dorr, of Fremont, had her pupils write.

After writing these compositions under the guidance of such a teacher there is no doubt that these pupils, on their way home, make a circuit around by the square to see again, and to pat affectionately, perhaps, the old cannon that did such noble service in that remarkable battle. Major Croghan was the hero, and "Betsey Croghan," the cannon, was the heroine.

BATTLE OF FORT STEPHENSON.

When Proctor became convinced that he could not take Fort Meigs (that attack being made in the spring of 1813) he and his troops with their stores started for Fort Stephenson intending to storm that place. The fort was situated on the Sandusky river at Lower Sandusky, one of the chief trading towns of the Indians. It was defended by young Major Croghan, then only twenty-one years of age. Proctor's dusky allies came by land while the British in gun boats came by water. They landed up the river about a mile from the fort. It was noticed that the woods were swarming with Indians, for Tecumseh had hidden two or three thousand of them in the woods to watch the roads along which re-enforcements might attempt to reach Croghan.

The fort was surrounded by a

dry ditch and embankment. Harrison, who was in command in this section, now sent a message to Croghan telling him to vacate the fort (for he only had one hundred and sixty men) and come to Fort Ball, which Harrison was now occupying. Croghan sent this reply back to him: "It is already too late to evacuate this fort. We have determined to maintain this place, and by heaven we will." Harrison was very angry with Croghan for not obeying and sent to have him removed from his command. Croghan then went in person to explain and was allowed to go back to his post. He was just in time for the battle. Proctor sent a message to Croghan summoning him to surrender the fort to avoid a massacre by the Indians in case of refusal. Croghan replied, "When this fort is taken there will be no one alive to massacre." The attack was then made, but with no effect. In the night the British had dragged their three cannon to a place higher than the fort and opened a deadly fire in the morning upon the works. The solitary cannon, Betsy Croghan, answered occasionally to the thundering cannon of the British. Proctor was becoming impatient and the Indians uneasy. They were afraid re-enforcements might come to Croghan's support so they decided to storm the fort.

It was a hot, sultry second of August and the thunder was rolling in the west telling of a coming

storm. A party of British made a feigned attempt at another point of the fort. Then two columns of men marched up and were not discovered until they were fifteen or twenty paces from the fort. The clouds of smoke had concealed them and the thunder deafened the tramp of their feet. Lieutenant Short led the first column shouting as he fired, "Cut away the pickets, my brave boys, and show the Yankees no quarter." His voice was soon silenced for the Betsy Croghan was pouring a deadly fire into the ditch. The British were mowed down in great number. The second column headed by Gordon then leaped into the ditch and was met by a volley of bayonet balls. Lieutenant Short, before he died, tied his handkerchief on his bayonet and waved it in the air for a truce, and not in vain.

The Americans let down water to the wounded, but the next day by means of a trench they were taken in and cared for. The British retreated at four p. m. and that night left the fort. There was only one man killed and seven wounded on the American side, but on the British side the killed and wounded numbered one hundred and twenty. The Indians had not taken part in the fight, but were swift in the flight. Croghan received many honors for his gallant defense of Fort Stephenson.

MARY KINNEY,
Fremont, Ohio.

"THE OLD STONE FORT" IN PERRY COUNTY.

Of all the remains of the work of the former inhabitants of this country, in this portion of Ohio, "The Old Stone Fort" surely is the most interesting. It is situated in Perry County, near the small village of Glenford, which it overlooks from the south. It is only about a half mile from this village, which can be reached by either the Baltimore & Ohio, or the Columbus, Sandusky and Hocking railways. The hill upon which stands this interesting structure is about one hundred and fifty feet above the level of the Jonathan creek.

This hill seems to have been fitted by nature for a place of defense; not only for its fine command of the surrounding country, but also for its shape. It is surrounded by valleys on all sides except the southeast, where a narrow strip of level ground connects it with the higher ground beyond. If these valleys could be filled with water this hill would become a peninsula with a very narrow neck. The summit of this peculiar elevation is irregular; it being nearly that of a triangle, with its longest sides extending north and south. The widest end is on the south, where the hill is covered with rocks, some of which are about twenty feet high.

The wall of this fort is composed of stones of various sizes, some are quite small, while others are too

large for one man to handle. These stones were not fitted together to make a solid wall, but were thrown together upon a line, so as to form a wall, or rather a ridge around the summit. The stones having been loosely placed, have fallen apart, so that a place in the wall over three feet high cannot be found today. This wall at present would not conceal the body of a man; yet it must have been much higher at one time.

Part of this destruction is due to the work of nature, while part has been done by the present owners, to secure roadways into the interior. Besides the openings made by civilized hands, several were left by the builders, one of which is a passage between the rocks. This passage opens upon the south. The opening is so concealed by a large rock that a person will not notice it until he is quite close. This rock is so placed that one entering the passage must first enter at a right angle to the passageway proper.

This wall incloses about twenty-seven acres, most of which has been cultivated. In the southwestern portion of this inclosed area a stone mound is situated which is made of the same kind of stones as the walls of the fort. This mound was opened, but nothing was found worthy of note. Some have said that this structure was never used for a fort. They base their claims upon the fact that no water is to be found within the walls. Those who have come to this conclusion surely

are not acquainted with the surrounding country. for several strong springs are to be found within a few rods of the wall. Also on the south and west are several very good springs at no great distance.

That part of the hill which is too rough and stony for cultivation is still covered with forests. The most useful trees are the oaks, hickory, beech, walnut, chestnut, and a few others. The trees have nearly all been destroyed within the walls, where the land is now made to yield its increase.

On the level strip of ground which connects this peculiar hill to the higher land is a circular ditch. This ditch has been filling up, so that it is only a few inches deep. What it was for is not exactly known, but it is thought by some that it was used for a moat.

About a quarter of a mile farther to the southeast is a large mound. This mound stands upon a strip of ground a few feet higher than the fort. It may have been used as a watch tower, for a person standing upon it can see far to the south and north, while the east and west can be viewed, but not for such a great distance. Looking to the south the spires of Somerset can be seen, while on looking to the north

the village of Glenford is seen, with the country on the north of it. The bottom of this mound is of earth, over which is a layer of stone about ten feet thick. These stones are the same as those found at the fort, and show evidence of having been heated. Over this is a layer of earth, which is covered with a good sod. The summit is dotted with fruit trees, which with the sod will preserve it for many ages.

This mound is one of the mounds that form a chain across the state. About two and a half miles to the north is another large mound, while several smaller ones are scattered over the country. Not far to the east of the fort are several large rocks. These rocks are the largest in the northern part of Perry County, the highest being about seventy-two feet high. To tell all about the "Old Fort" and its shape would be to write a good-sized volume; so those who may wish to know more about it would learn more by a visit than from a description. Those who have never visited this ancient work I believe would be more than repaid to take a day and spend it studying the works of man as well as those of nature.

HERBERT CARNICOM,

Glenford High School.
Glenford, Ohio.

REPORT OF THE COMMITTEE ON SCIENCE TEACHING IN THE PUBLIC SCHOOLS.

[Made to the Ohio State Academy of Science, Dec. 23, 1899, by PROF. W. A. KELLERMAN, O. S. U. Chairman Committee on Science Teaching.]

The committee on science teaching in the public schools have taken into consideration the matter referred to it by the Academy of Science. The following brief report of progress contains the results of an inquiry as to the actual work in science teaching, and a few suggestions relative to some phases of the subject.

A circular was sent to a large number of principals of high schools, and forty-seven reports were received in return. These show that at present the following sciences are taught: Chemistry (in 37 schools), Physics (in 17), Physiology (in 44), Botany (in 45), Physiography or Physical Geography (in 44), Geology (including Mineralogy), (in 22), Zoology (in 14), and Astronomy (in 24).

The reports show that these sciences occur in the most diverse years of the course possible, except that in none of the 47 schools is either Astronomy, Chemistry or Geology taught in the first year.

Of the thirty-seven schools reporting the year of the course in which Chemistry is taught, three give it the second year, fifteen the third year, and nineteen the fourth year.

Of the thirty-seven schools re-

porting the year of the course in which Physiology is taught, twenty-six give it the first year, six the second year, one the third year, and four the fourth year.

Of the forty-one schools reporting the year of the course in which Botany is taught, thirteen give it the first year, fifteen the second year, seven the third year, and six the fourth year.

Of the forty-six schools reporting the year in which Physics is taught, two give it the first year, seven the second year, thirty the third year, and seven the fourth year.

Of the thirty-six schools reporting the year in which Physiography or Physical Geography is taught, thirteen give it the first year, fifteen the second year, three the third year, and five the fourth year.

Of the twelve schools reporting the year in which Zoology is taught, seven give it the first year, two the second year, one the third year, and three the fourth year.

Of the twenty schools reporting the year in which Geology is taught, six give it the second year, three the third year, and eleven the fourth year.

Of the nineteen schools report-

ing the year in which Astronomy is taught, two give it the second year, five the third year, and twelve the fourth year.

The reports as to the laboratory work are as follows; Field work has also been included under this head; the "required herbarium" in Botany is excluded:

Of 37 schools teaching Chemistry, 34 have laboratory work.

Of 44 schools teaching Physiology 7 have laboratory work.

Of 45 schools teaching Botany 15 have laboratory work.

Of 47 schools teaching Physics 22 have laboratory work.

Of 44 schools teaching Physiography 7 have laboratory work.

Of 14 schools teaching Zoology 1 has laboratory work.

Of 22 schools teaching Geology 4 have laboratory work.

Of 24 schools teaching Astronomy 1 has laboratory work.

The laboratory work reported is often very small in amount and irregular in its occurrence. It is evident that the maximum value of this phase of science teaching is far from being realized. It is perhaps fair to assume, too, that in the 47 schools whose reports were received, the better prepared and more energetic teachers are to be found.

It is desired to offer the following suggestions, looking to the improvement of science teaching in the schools:

First: Undoubtedly the first

and most pressing need is for educated and competent teachers. Most of those now teaching the sciences will occupy their positions yet for a long time; it is then evident that they must become students of these branches. The idea that the teacher of Latin, Mathematics, or English, or just anybody who has an hour of the day free, can teach any or all of the science classes, must not for a moment be tolerated. The importance of this work is today universally recognized and should therefore be taught by persons really prepared. There is an abundance of scientific literature admirably adapted to all capacities, and this even without suggestion will be faithfully studied by every worthy teacher who is not *excessively overworked in the schools*. But the matter of chiefest importance is that the teacher should really and directly study, not merely the textbooks and terminology, but the natural phenomena themselves and the realities that are the subject matter of the various sciences. In other words, systematic practice in observation in the field and diligent experiment and dissection in the laboratory must be the means of preparation on the part of the teacher, and later the same must largely be the methods followed in class work on the part of the pupils. Summer schools of science and laboratory guides and directions for practical work in the various

branches make it possible for every teacher to become properly qualified.

Second: Either laboratory work exclusively, or the study of a text book alone would be objectionable. The former is, or ought to be, the study of science: the latter is generally a study about science including terminology and literature. The former will or ought to furnish scientific training, the latter impart to greater or lesser extent scientific information. Both are desirable, and perhaps generally the time on the part of the pupils should be about equally divided between the two. (It should be remembered that laboratory work here includes all practical work, observation, etc. If pupils help in performing experiments before the class it is for such pupils laboratory work.) No expensive laboratories and extensive apparatus need be demanded as a condition of beginning the work. Some glass ware and a few chemicals, a few dissecting microscopes, and a small stock of material for construction of physical apparatus, will of course be requisite. When Principals, Superintendents or Boards of Education see the amount and value of the work an energetic teacher can do with even scant opportunities, there is no doubt but that better facilities will be forthcoming.

Third: The claim that educational curricula are too much crowded seems in many cases to be

well founded. It is therefore suggested that only the following sciences be included in the High Schools as required work, namely, Chemistry, Biology, Physics and Physiography. Each of these should be rated as a full study, the lessons occurring say at least four times a week, or the same as in other substantial branches of the course. Chemistry might occupy the entire first year; small sections of pupils alternating at different hours and on different days, the expense of equipment thus reduced to a minimum. Biology which could include physiology, zoology, and botany, if desired, should be studied the entire second year. The whole of the third year should be occupied by Physics, the place in the course and the time devoted to it being fully justified by the difficulty and importance of the subject. The first half of the fourth year should be devoted to Physiography. Some option could well be allowed as to a science for the last half year of the High School course. The facilities at hand and the tastes of the teacher ought to determine largely what branches should be offered. It is suggested that advanced work in any of the sciences previously studied might be carried on during this period. It would be desirable in rare cases perhaps that additional sciences should be introduced, as Zoology, Geology, or Astronomy.

Fourth: Very simple elementary

science, nature study, should be introduced in the Grammar Grades and the district country schools. No text book for pupils is needed. Both animate and inanimate objects should be included in such work and natural phenomena observed. If this work is carried on with good judgment, being carefully adjusted to the mental capabilities of the children, it will be an important agency in education. Pupils so trained will be able to study the sciences in the High Schools and Colleges to much greater profit. Those who do not take more advanced work will nevertheless have

had a good basis and stimulus for the mental activity called into play in their later life.

Fifth: The conviction is shared by many that there is needed additional literature pertaining to elementary science. As a type of the kind of publications here contemplated reference may be made to the Nature Leaflets published by Cornell University. Perhaps also outlines for simple work, and directions or suggestions for teachers of science should be prepared. No definite plan, however, for the accomplishment of such an object has yet been evolved by the Committee.

O. T. R. C. DEPARTMENT.

ANOTHER AUTUMN DAY, OCTOBER 30.

By D. Lange.

Only the day before yesterday, the spirit of happy, warm Indian summer was in the air. Countless white gossamer threads floated from wires, posts, and weeds, the trees stretched their leafless branches toward a blue sky, and the birds hesitated to retire to their roosts, just as children are loath to break up their game when bedtime comes.

To-day the wind is shifting to the northwest, and the dull brown of the oak leaves is the only color projected on the background of

ashy gray sky. A friend and I went to spend another day in the woods about Ft. Snelling.

As we walked towards a ravine, half a mile north of the fort, a number of brant passed over us going south, and a little later, a flock of blackbirds. We saw a few robins, slate-colored juncos, and some native sparrows. In the afternoon we saw a bird which to me is always a harbinger of winter, because he visits this part of the country only in autumn and winter. It is the great northern shrike. One never sees this bird in flocks, and even as

individuals they are not common. I never saw more than two on the same day, and that was, when I walked about fifteen miles along the track of the New Richmond cyclone. The two birds were seen about five miles apart perching on telegraph wires. It is, of course, possible that the same bird was seen twice. Now and then signs of their work may be observed. Once on a cold winter day, I found a mouse impaled on a dry twig of a willow which stood alone in a large meadow.

All the migratory birds we saw on this October day, at Ft. Snelling seemed to be uneasy and moving. When we had reached the small ravine, where we intended to study nature during the afternoon, we began to look for hibernating amphibians and insects. In a little spring run, we turned over a great many limestone slabs and under one of them we found two frogs with their legs tucked away under their bodies in position to spend the winter. We covered them again and as the running spring water does not freeze, I have no doubt, they spent a comfortable winter. About a week earlier I had noticed quite a number of crickets, grasshoppers, frogs and salamanders in fence post holes at the foot of a railroad embankment. This afternoon I found that most of the frogs had disappeared. All these creatures had, no doubt, accidentally fallen into the holes and had not been able to es-

cape. I am inclined to think that the blue jays, one of which I saw passing along the row of holes, took out the frogs and most of the insects. We found several grasshoppers under pieces of wood; where they evidently intended to hibernate.

While my friend went on a little ramble by himself, I began to search carefully for fungi and hibernating animal life under the dead forest leaves. My search soon revealed numerous bright red cup fungi on dead sticks, but I was really in quest of slugs and land snails, which were common in summer on these shady slopes. My perseverance was at last rewarded. I found several of the pretty coiled stone houses, but the doors were all sealed up with a white substance, which had the touch and appearance of papier-maché. I found also two small brownish-gray slugs under stones and bits of wood. These and three sleeping snails, I took home for further study, the result of which I can not relate here. One of the slugs was crushed by accident, and the other escaped, but I was able to keep the snails and observe them until the following summer. Many empty snail shells were found, most of which showed apertures, evidently cut into them by some animal. Shells inhabited by a live animal were always found singly and several feet apart. They were pressed a little into the black humus and covered by nothing

else but the dead leaves. I invite my readers to find out for themselves what animals prey on the snails, and why it is safest for the latter to hibernate singly and not in numbers together. The land snails will eat garden lettuce and cabbage. They can be kept in a glass jar covered with mosquito netting or paper.

While I was searching for snails and slugs, my friend found a very large fungus, which grew on the ground near a dead stump. It was semi-circular and consisted of five well marked layers. Its upper side was brown, but the pores below were pale yellowish-white. It measured 21x15x8 inches and weighed over fourteen pounds. It was a *Polyporus Berckleyi*, the largest we ever saw. After we had kept it in a warm room for a few days, the white threads of another fungus began to grow on it.

Evening was now approaching and as we were about ten miles from home, we improvised a home for eating our lunch. We built a fire near a wahoo bush and heartily enjoyed its cheering, home-like warmth and light. About an hour ago we had seen a red squirrel sitting on a log and studying us. While we were sitting near the fire, we noticed one coming towards us along the overhanging trees and branches. With furtive glances it passed us and disappeared behind the stones of a railroad culvert,

where it probably had made its winter home.

As it was rapidly growing dark and as we were well satisfied with the result of our outing, we put out our campfire and proceeded towards more substantial homes.

HINSDALE'S TEACHING OF THE LANGUAGE ARTS II.

By Charles Haupt.

XIV.

1. Should schools have a stated period for compositions and declamations? Why?

2. Why did composition writing formerly fill pupils with fear and trembling?

3. Which naturally precedes, language lessons or composition? composition or technical grammar? rhetoric or composition?

4. Is the ordinary writer born or made?

5. What special qualifications should the teacher of composition possess?

6. Is the teacher of composition more likely to be overworked than the teacher of mathematics? Why?

7. What are the effects of a child's environment upon his work in composition?

8. Directions and hints in teaching composition.

I. The necessary preparation in the other language arts.

II. Importance of enlisting the interest and pleasure of the pupils.

III. The choice of subject.

IV. Propriety of the teacher's choosing the subjects.

(1) Individual tastes and capacity in pupils.

(2) Abstract and general themes vs. the concrete and particular.

(3) Book subjects vs. subjects from nature and life.

(4) Types of prose composition: narrative, description, exposition, and argumentation.

(5) Progressive raising of the level of subjects.

(6) Instruction in machinery of composition.

9. The three units of composition. Define each. Show the importance of understanding these.

10. In what manner should teachers instruct pupils in making outlines?

11. What suggestions are made in reference to criticising a pupil's composition?

12. What may be claimed for the value of conscious imitation of the masters of English style?

13. To what extent should teachers in the other branches co-operate with the teachers of English? Illustrate.

14. Which is the greater factor in a student's use of English, constant reading of the masters in English or a careful study of our best texts in composition and rhetoric? Show the function of each.

XV.

Every teacher of English should have in his possession copies of the

following reports of the National Educational Association and should be familiar with their contents:

Report of the Committee of Ten on Secondary School Studies.

Report of Relations of Public Libraries to Public Schools.

Report of the Committee on College Entrance Requirements.

A course of study in the history of England as well as an acquaintance with the literary works prescribed as College Requirements in English are a helpful outfit for the efficient instructor in literature.

1. What is English literature?

2. The chief aim in the study of literature? The subordinate aims?

3. The substance of the thought vs. the form of expression as an aim?

4. State author's observations on the tendency and general influence of classical teachers upon the teaching of English literature.

5. The author's idea of the proper editions of the English classics.

6. What is the relative value of reading a literary work and instructing by a system of catechising?

7. State Hiram Corson's ideas of the aims of literary study.

8. Distinguish between intensive and discursive literary study. Give illustrations.

9. Distinguish between the pupil's general reading and a preparation for the recitation.

10. What is a suitable course in literature for class study? For study and reading out of class?

11. Show the effect of literature upon the future life of the pupil.

12. Does it pay to teach literature well?

13. What writings from Shakespeare are most suitable for school purposes? From Milton? Addison? Goldsmith? Gray? Macaulay? Irving? Longfellow? Hawthorne? Burke? Webster? Whittier? Carlyle? Lowell? Bryant? Burns? Coleridge? Tennyson? Arnold? Eliot? Scott? Cooper?

14. Make a critical study of *L'Allegro* as outlined in the text.

XVI.

1. What is Grammar? English Grammar? The Trivium? The Quadrivium?

2. Criticise in "English Grammar is the art of speaking and writing the English language with propriety."

3. Give Whitney's definition of English Grammar.

4. Is Orthography properly included in English Grammar? Prosody?

5. Show the educational value of English Grammar.

6. Enumerate the author's six reasons for studying English Grammar.

7. Enumerate the author's eight suggestions as to method.

XVII.

1. What is the rank of Aristotle as a rhetorician? Quintilian? Dr. Campbell? Dr. Blair? Whately? Kaines? Spencer?

2. What is Rhetoric?

3. Distinguish between mechanical and psychological rules of rhetoric.

4. "Good English is a *catharsis* in English." Explain.

5. The author's views as to the amount and place of rhetoric in the course.

Make a general outline of Chapter XVIII.

Enumerate the qualifications for the teacher of English.

After reading the book chapter by chapter, re-read the entire volume. Make brief summaries of the various chapters.

HELPS, HINTS AND SUGGESTIONS.

March, the first month of spring and the beginning of the old Roman year, was held sacred to the God Mars. Next to Jupiter, Mars was the most important god of the Italic peoples and was worshiped not only as a god of war but a god of nature, and this more especially at the beginning of the year when it was believed that he could bestow fertility upon fields and flocks. The most important celebrations took place in his honor on the sacred field of Mars in the month of March.

Many European countries considered March the first month of the year until 1752. At that time Great Britain adopted the new style or Gregorian calendar, and the present style became universal. There is an old proverb which represents March as borrowing three days from April; they are thus described in "The Complaynt of Scotland."

The first it shall be wind and weat,
The next, it shall be snaw and sleet;
The third, it shall be sic a freeze
Shall gar the birds stick to the trees.

It is disputed whether these "borrowed days" are the last three of March or the first three of April.

NOTES ON ARITHMETIC—No 2.

The writer can well remember that when a boy in the country school the recitation in written arithmetic frequently consisted in assigning problems to the class whose members were "lined up" at the blackboard, and who proceeded with little respect to order or system to try the problems so assigned. If, as sometimes happened greatly to the surprise of the pupils, the result reached agreed with the answer in the book, a loud snapping of fingers called the attention of the teacher to the fact, that the end had been reached, to which notification the teacher not infrequently responded by saying "Rub it out and take the next one." This method does not commend itself very highly, but, perhaps, it was less destructive to original thought and individual effort on the part of pupils than some of the more modern methods which require all the school to work by exactly the same formulas and reach results through exactly the same processes.

We have an abiding faith in the proper use of the blackboard in teaching the different subjects, especially arithmetic, and fear that the worship of pencil and pad in some schools tends to rob the chil-

dren of the great benefit which comes from placing work on the blackboard in view of all and having it inspected in an intelligent, thoughtful manner. A good supply of the freedom which was no doubt carried to excess in some of the schools previously referred to, should be mixed with enough of the system which is so destructive to some modern schools because of the extreme to which it is carried, to insure free, logical thinking, an intelligent, systematic solution of the problem under consideration, and accurate results. We can not imagine anything more deadening to the work of an arithmetic class than a monotonous recitation consisting of reading solutions from slates or pencil pads, round and round the class, all the solutions having been prepared in exactly the same manner under a system which demands that there is only one way of doing the work.

We have most pleasant memories of the intellectual quickening enjoyed under one or two excellent

teachers in the country schools who taught *mental arithmetic* in a very successful manner. The "railroad problems" as they were called, were a prominent feature of the method employed, and we are sure were very helpful in developing concentration of thought, as well as rapidity and accuracy in reaching results. We are glad to note that many schools are today coming to their senses and reinstating a systematic study of *mental arithmetic* which ought never to have been thrown out of the schools. It is both sad and amusing to note the absolute helplessness of some pupils who have been taught to depend upon pencil and pad, and long-drawn-out solutions in dealing with the simplest of problems, and as a result are utterly incapable of using their heads in any practical manner. We need to combine in our arithmetical work, systematic analysis and common sense business methods, and should strive to teach the children to use their heads more, and their pencils less.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.

American Journal of Education.....St. Louis, Mo.
Art Education.....New York, N. Y.
Canadian Teacher.....Toronto, Ca.
Colorado School Journal.....Denver, Col.
Educational News.....Newark, Del.
Florida School Exponent.....Jacksonville, Fla.
Indiana School Journal.....Indianapolis, Ind.
Interstate Review.....Danville, Ill.

POSTOFFICE.

Kindergarten News.....Springfield, Mass.
Michigan School Moderator.....Lansing, Mich.
Midland Schools.....Des Moines, Ia.
Missouri School Journal.....Jefferson City, Mo.
Northwestern Journal of Education.....
.....Lincoln, Neb.
Ohio Educational Monthly.....Columbus, Ohio.
Pennsylvania School Journal.....Lancaster, Pa.
Popular Educator.....Boston, Mass.
Primary Education.....Boston, Mass.
School Bulletin.....Syracuse, N. Y.
School Education.....Minneapolis, Minn.
School Journal.....New York, N. Y.
School and Home Education.....Bloomington, Ill.
School News and Practical Educator.....
.....Taylorville, Ill.
Southern Educational Journal.....Atlanta, Ga.
Southern Schools.....Lexington, Ky.
Teachers' Institute.....New York, N. Y.
Teachers' World.....New York, N. Y.
Texas School Journal.....Austin, Tex.
Western School Journal.....Topeka, Kan.
Wisconsin Journal of Education.....Madison, Wis.

THE next State Examination will be held in Columbus, Ohio, Tuesday, Wednesday, and Thursday, June 19, 20, 21, 1900. All communications regarding it should be addressed to W. W. Boyd, Painesville, O.

STATE Association, Put-in-Bay, June 26, 27, and 28.

NATIONAL Educational Association, Charleston, S. C., July 7-13, National Council, meeting, July 7 and 9, and the regular sessions of the general association being held July 10-13.

WE trust that there is no foundation to the "political rumor" that the Ohio State Library Commission is to be reorganized with a view of retiring State Librarian C. B. Galbreath whose splendid work the past four years has not only re-

flected great credit upon himself, but has also been of so much value to the state. Four years ago the State Library was accessible to only a very few people even in the city of Columbus, but under Mr. Galbreath's administration its usefulness has been extended until it has reached every section of the state. The public schools, country and city, and scores of reading clubs have been benefited in a most practical manner, and we can not believe that so faithful and competent a public servant as Mr. Galbreath will be retired to meet the demands of "politics." In commenting upon the possibility of such action, *Public Libraries for January* makes the following very pointed and truthful observation:

"If, however, the Ohio state library is turned over to the professional spoilsmen, it requires no prophet to predict what will certainly follow. The library will gradually drift back into the old rut. It will become a recognized part of the political machine, and the effort to make it subserve the interests of the people will be abandoned. No library ever yet attained high rank under the spoils system. In the very nature of things that is impossible. No man can serve two masters, especially if one is a public library and the other a 'practical' politician."

ON account of lack of space, we are unable to publish even a brief summary of the interesting statistics and valuable suggestions con-

tained in the two volumes of the report of United States Commissioner Harris for the year 1897-98. We hope in the next number to be able to make special reference to this valuable report.

WE are glad to publish in this issue an article on "Over-Study in the Public Schools" by Supt. J. J. Bliss of Bucyrus. To teachers or parents who know the conditions existing in the great majority of the schools of today, such an article as the one which recently appeared in the *Ladies' Home Journal* seems only to indicate the dense ignorance of its author, or his willingness to misrepresent the facts, while the conclusions drawn and the recommendations made by him lead one to doubt whether he should be classed as a humorist or be considered insane. It is hard to believe that a man of intelligence, clothed and in his right mind, can be serious in making such charges and suggesting such remedies for supposed grievances as are found in Mr. Bok's article which makes such a vicious and unfair attack on the public schools. To propose that the average boy of eight or ten years of age enjoying good health, with an appetite that is never satisfied, is in danger of a nervous collapse, if required to work over thirty-five minutes a day is certainly amusing. Could such a system be inaugurated, we should have grave fears for the physical, mental

and moral welfare of the coming generation.

SERIOUSLY speaking, we have the greatest sympathy for any pupil who is overworked, and we fully realize that there are a few such children in nearly every community, but in the great majority of such instances, the overwork is not due to the public school which as a rule pays far greater attention to both the physical and moral health of the children than the average home. In some instances, children are required to perform so much manual labor while at home that they are unfitted for real work in school, but such instances are rare in comparison with those in which the "nervous prostration" is brought about by silly fathers and mothers who not only permit, but actually encourage their children to enter so-called society at such an immature age that health of both body and mind is ruined by the dissipation which results from a loss of sleep, and the excitement which always accompanies the "society" life. If Mr. Bok desires to reform anything, he should not attack the public school of which it is evident he has only a very limited knowledge, but should direct his efforts to instilling a little common sense into the minds of some parents whose lack of proper training for their children is very largely responsible for the conditions which he outlines in so far as they exist at all. Our experience as a teacher proves con-

clusively that pupils of correct habits of life who spend their evenings at home in study instead of dissipating their energies in attending parties, dances and theaters three or four nights in the week are almost invariably the pupils whose health is best, and whose moral powers grow strong along with their intellectual development. "Young America" is not in half so much danger from overstudy as it is from habits of idleness which naturally result from lack of application to the work at hand. As a rule, the strong men and women of the present day, physically, mentally and morally, are the men and women who have reached success over rough roads, and by the most persistent effort, and one of the inexplicable mysteries of life is found in the attempt of some fathers and mothers, excellent people, who are striving in every possible way to relieve their children of the very difficulties the overcoming of which have made them strong. We trust that none of the patrons of our public schools will be misled by Mr. Bok's article or others of a similar character into the mistake of criticising the teachers of their children who insist upon honest, faithful work and plenty of it. One of the greatest safe-guards to character, and one of the best ways to insure both happiness and success is to develop early in life those habits of industry without which usefulness in after life is impossible.

SCHOOL Commissioner Bonebrake has issued the "Advance Sheets" of the Forty-Sixth Annual Report of his department for the year ending August 31, 1899. The report opens with a general survey of Ohio Educational Forces in which he calls attention to the rearrangement and simplification of the entire system of blanks sent out from his office, and to the classification of the educational forces of the state into public schools, private and parochial schools, colleges and universities, state institutions, and reading circles, etc. This is followed by a general discussion of the Elementary Course of Study, High Schools, Colleges, etc. State Normal Training is discussed at length and the establishment of four or five state normal schools is recommended. The recommendation made in his previous report that the fees arising from state examinations be utilized in conducting a state institute under the direction of the school commissioner, is again endorsed, and district county supervision so frequently suggested in the past is commended. Three pages are devoted to a report of a portion of the inaugural address of Superintendent Carey Boggess of Springfield, president of the Central Ohio Teachers' Association on "Some Defects of the School System," and it also contains a brief report on "Day Schools for Deaf and Dumb Children," by Superintendent J. W.

Jones of the State Institution for the Deaf and Dumb, Columbus. The report closes with a report of the funds collected by the Commissioner's office for La Fayette Day which amounted in all to \$4,476.12, which, in addition to amounts collected by Hon. Charles G. Dawes, Comptroller of the Currency, and Hon. F. W. Peck, Chicago, of \$1,100.00, makes a grand total of nearly \$5,600.00 contributed by the schools of Ohio for the erection of a suitable monument in Paris to the memory of La Fayette. The amount contributed to this fund by Ohio is exceeded only by that of Illinois.

In addition to the statements, suggestions and recommendations made by the commissioner, the "Advance Sheets" also contain the usual information relative to the O. T. R. C., The School Book Law, State Examinations, Visits of the Commissioner, and the usual Summary of Statistics. Forty-three pages are devoted to the Syllabus on Arithmetic for use in the Teachers' Institutes, prepared by the committee consisting of J. W. MacKinnon, chairman, Middletown; Ed. M. Mills, Defiance; John E. Morris, Alliance; S. P. Humphrey, Ironton; C. L. Van Cleve, Troy; John M. Mulford, Columbus, and W. H. Mitchell, New London, appointed two or three years ago at the request of the State Teachers' Association. This Syllabus has been prepared with great

care and will no doubt be as helpful and suggestive in the work of arithmetic as the one formerly issued was in the work of geography.

NATIONAL EDUCATIONAL ASSOCIATION.

Following this introduction will be found Official Bulletin No. 1 relating to the next meeting of the N. E. A. It is believed that a careful reading of this bulletin will convince even the most skeptical that the executive committee did right in confirming the vote of the board of directors at Los Angeles in selecting Charleston, S. C. as the place of the next meeting. Without a single exception, all persons to whom the situation has been fully explained, have stated, whatever their first impression of opposition to such selection was, that no other action would have been fair and just. The committee have worked long and hard to secure railroad rates with diverse route privileges and all that is needed to make the meeting a success in attendance at least, is cordial cooperation from the teachers of the northern states with those of the south whose earnestness and devotion to the cause is all that can be asked. It is hoped that the false notion that the heat in Charleston in July is so intense as to make a visit there uncomfortable, will not keep any from attending. As suggested by Secretary Shepard in his letter to the Educational Press, cli-

matic objections to going to Charleston do not exist except in the imagination of those who do not remember that latitude is not the chief factor in determining temperature of seaboard cities in July. All who attended the Los Angeles meeting remember the very pleasant climate, and it ought also to be remembered that the temperature at Charleston at the same time was several degrees cooler. We may be so unfortunate as to strike a hot wave in July in any section of the United States, but the probabilities for pleasant weather at Charleston in that month are as strong as for any northern, inland city, and certainly no hotter wave will reach that point than was experienced at the Chicago and Milwaukee meetings. We feel sure that the railroad arrangements which will be explained in greater detail later will be eminently satisfactory, and that all who can attend the meeting will be amply repaid. The program is being arranged as rapidly as possible, and to insure an early and successful organization in Ohio, Supt. Shawan, State Director, Columbus, has already been actively engaged in pushing forward the work. He has named as members of his committee, Assistant Principal John A. Heizer, Nineteenth District, Cincinnati, Supt. N. H. Chaney, Chillicothe, Supt. R. E. Rayman, East Liverpool, and Supt. R. W. Mitchell, Defiance. This committee will proceed at once to

organize the state thoroughly, and there is every reason to believe that Ohio may again become the banner state in attendance. As president of the Association we naturally have a deep interest in its success, and feel quite certain that the teachers and other friends of the Association in Ohio will rally loyally to its support.

OFFICIAL BULLETIN OF THE EXECUTIVE COMMITTEE.

To Officers and Active Members of the N. E. A.

The Executive Committee takes pleasure in announcing the unanimous selection of Charleston, S. C., as the place of meeting of the National Educational Association, July 7-13, inclusive, 1900.

Notwithstanding the fact that the Board of Directors at the Los Angeles meeting indicated their preference for Charleston, S. C., by a larger and more decisive vote than has been cast for any place of meeting within the past ten years, the Executive Committee, to whom the final choice was referred, visited three other cities inviting the Association, in order to determine beyond question where a meeting would best serve the largest number of educational interests. All the cities visited were found to be available and to afford excellent facilities for a successful convention.

The people of Charleston, however, confident in their ability to meet every reasonable requirement, had accepted the vote of the Board of Directors in implicit good faith and had proceeded, in advance of the visit of the Executive Commit-

tee, to make preparations for the convention accordingly. A complete local organization had been perfected, and written reports from sub-committees were presented to the Committee at the time of its visit showing the most careful arrangements in all respects for entertaining the Convention. The recently completed auditorium, with a seating capacity of 8,000, appeared to be better adapted for the general sessions than any audience room in which the Association has ever met. Commodious halls and churches in sufficient number were found available for department meetings. The requisite amount of money for local expenses had been raised. Ample accommodations in hotels, boarding houses, and private homes had been secured by canvas for 10,000 visitors, and an advance membership of 5,000 from the South Atlantic and South Central States was assured. There is no condition which has ever been asked by the Association of the inviting city that has not been anticipated and met in the most generous manner by the City of Charleston.

The Committee were deeply impressed by the earnest appeal of the citizens of Charleston, endorsed with equal earnestness by the leading educators and press of the South, that the present is a most opportune time for the National Educational Association to lend its aid in support of the recent revival of educational interests in the South, which is no less manifest than is the industrial revolution throughout the same territory. Moreover, the Committee could not fail to recognize the new national spirit which has arisen from

co-operation in the recent Spanish-American war, and which suggests the certain and valuable results that will follow a closer and more helpful fellowship in solving the peaceful and important problems of national life and education.

While it is believed that the Association can do a great national service by meeting in Charleston, it is also believed that both profit and pleasure will come in large measure to those teachers of the North and the West who take this opportunity to gain a personal acquaintance with the South and its peculiar social and educational conditions, and at the same time enjoy the courtesies of a typical southern city, famous for its hospitality as well as for its many interesting historical associations and surroundings.

Generous rates, ticket conditions, diverse routes and stop-over privileges are offered by the railroads, quite similar to those enjoyed in connection with the Los Angeles meeting. This will make it possible to visit en route many battlefields of the Civil War, the various resorts of the Southern Appalachian region, and of the South Atlantic coast extending from Savannah and Charleston to Norfolk, Richmond and Washington.

A careful investigation of climatic conditions shows that the temperature of Charleston in July, with its prevailing sea breezes, is essentially the same as at the north Atlantic coast cities, and much more likely to be comfortable than in the interior cities of the north central states.

In view of all these reasons the Committee announces the selection of Charleston with entire con-

fidence that it will be cordially approved by all who regard the chief aims of the Association as both Educational and National.

You have doubtless received the Los Angeles volume of Proceedings and have noted with satisfaction that the total membership for the year reaches 13,656, exceeding the membership of the largest meeting previously held (Denver) by 2,359. The California membership at Los Angeles (4,357) exceeds by 79 the membership of that State at the San Francisco meeting in 1888.

All active members are cordially invited to co-operate with their respective State Directors in organizing for a large attendance at the Charleston meeting and in making it no less successful than the great meeting at Los Angeles. The general and department officers will spare no pains in providing programs which will be worthy of the occasion.

The Department of Superintendence of the N. E. A. will hold its annual meeting in Chicago, February 27, 28 and March 1, 1900. The headquarters will be at the Auditorium Hotel. Programs will be sent upon postal card request to the Secretary.

For the Executive Committee,
OSCAR T. CORSON,
President.
IRWIN SHEPARD,
Secretary.

EDUCATIONAL NEWS.

— The next session of the Northwestern Ohio Superintendents and Teachers' Round Table will be held at Ottawa, April 6 and 7. Supt. J. W. Smith of Ottawa, chairman of

the executive committee, writes that President W. O. Thompson of O. S. U., has been secured for the Friday evening address. An excellent program is being prepared and all indications point to a large attendance and a very successful meeting.

— Supt. G. A. Wyly of Johnstown is succeeding admirably in his work. The high school course prepares for college, and the attendance is increasing each term.

— H. D. Young, principal of the Norwich schools, was recently killed in a most shocking accident which cast a deep gloom over the entire community. The following statement from the *Zanesville Times Recorder* tells the sad story:

Professor Young came to the city Saturday morning in the caboose on a B. & O. freight train with the intention of attending the county teachers' examination. As the train neared the power house he alighted and started to walk towards the city, not noticing the approach of train No. 103 from the east. The engineer saw him walking with his head slightly bent forward, as though in a deep study and sounded the whistle. Prof. Young heard the whistle and turned, just as the train was upon him. He had placed one foot outside the rails when the pilot of the locomotive struck him. He was thrown high into the air by the force of the blow and before he alighted was struck again, alighting at the side of the track, fully thirty feet from the point where he was first struck. When picked up life was found to be extinct.

— The Western Drawing Teachers' Association will hold its seventh annual meeting at Grand Rapids, Mich., May 9, 10, and 11, 1900.

— T. F. Johnson who finished his course at Ypsilanti, Mich., last year, is now in charge of the schools at Piketon as the successor of Supt. Appel who recently resigned to accept the superintendency at Ludlow, Ky.

— The Sandusky County Teachers' Association was largely attended at its last meeting held in Sandusky. The president, R. L. DeRan, delivered an address on "Originality of Thought," Mrs. Garvin, kindergarten principal, read a paper on "Hiawatha," Supt. James McInnis of Genoa talked on "How to Teach Arithmetic," Seth Hayes of the science department of the Fremont high school, illustrated in a very interesting and helpful manner some of the foundation principles of science, Miss Lillie M. Godden of Chicago lectured on "Drawing," and Dr. J. J. Burns delivered a most helpful and inspiring address on "English in the Elementary Schools."

— All the friends of Supt. J. F. Keating of Pueblo, Colorado, will be glad to learn of his unanimous reelection for three years at an annual salary of \$3000.00 — an increase of \$500.00 a year over his salary for his first three year term which he is closing so successfully. Supt. Keating was born, bred, and

educated in Ohio, and has carried the Ohio spirit with him to his present field of labor. The MONTHLY extends hearty congratulations to him upon his well-merited success.

— We are indebted to Supt. O. M. Soule of Springboro for a copy of the new course of study for his high school.

— We hear excellent reports of the good work being done in the Marysville schools under the supervision of L. B. Demorest who was reelected for three years at the end of his first year of service.

— Supt. E. S. Cummings of Grover Hill has been appointed a member of the Paulding county board of school examiners. He did his first work in this capacity, February 10.

— Through the kindness of our good friend, David R. Boyd, formerly an Ohio teacher and superintendent, but now president of the University of Oklahoma, located at Norman, we have received a copy of the report for 1897-98 relating to the various educational institutions of that territory. The faculty of the University over which Mr. Boyd presides, numbers twelve, and the students in all departments number three hundred and fifty-nine. President Boyd is a graduate of Wooster, Ohio, University, and is succeeding admirably in his work.

—One of the most attentive and enthusiastic audiences it has ever been our privilege to address was the one made up of nearly three hundred teachers from Adams, Pike and Scioto counties, who met in Portsmouth Friday evening and Saturday, February 9 and 10. At the first session on Friday evening Supt. Vickers of Portsmouth delivered a very scholarly lecture on "The Present Aspects of Pedagogy as They Affect the Teacher and his Work," and the Portsmouth city teachers, all of whom are deeply interested in the new movement, entertained the visiting teachers in a charming manner. At the Saturday forenoon, and afternoon sessions papers were read, addresses made, and discussions opened on a variety of subjects by B. F. Kimble, Winchester, R. H. Dodds, Scioto, T. W. Horton, Beaver, J. A. Oppy, Portsmouth, Frank B. Finney, Portsmouth, D. S. Clinger, Manchester, H. C. Dietrich, Piketon, Bessie Feurt, Wheelersburg, H. C. Pemberton, Otway, Winona G. Naylor, Manchester, Bertha Treuthart, Portsmouth, J. F. Johnson, Piketon, A. H. Hood, Lucasville, Annie Stratton, Piketon, L. E. Nourse, Mt. Joy, and the editor. The success of the meeting was so encouraging that a permanent organization was made with the intention of holding a meeting of a similar character each year. The following officers were elected: Presi-

dent, F. E. Reynolds, Waverly; Secretary, Bessie Feurt, Wheelersburg; Treasurer, R. C. Franz, West Union; Executive Committee, B. O. Skinner, Waverly, J. I. Hudson, Portsmouth, and H. E. Denning, Manchester. The organization is known as the Tri-County Teachers' Association, and bids fair to become one of the strong factors for good in the educational work of that section of the state. The next meeting will be held at a time and place to be named by the executive committee, and will undoubtedly be a great success, as it will have the co-operation and help of teachers of all grades, rural, village, town, and city.

—The Wyandot Teachers' Association held a good session Feb. 10. The forenoon was spent in Round Table topics, and reading and discussion of a paper, "The Aim of the Teacher," prepared and presented by O. H. Riley of Nevada. The afternoon was taken up with a lesson in Geography by T. H. Bonser of Carey, and a paper, "The Personality of the Teacher" by F. E. Brooke of Upper Sandusky. The meeting was well attended, especially in the afternoon, and interest manifested, good.

—From the valuable report of Martin Hensel, Librarian, Public School Library, Columbus, we quote the following interesting and suggestive paraphrase:

The library was open on 305½ days in the year; 141,170 volumes were issued from the circulating department, and 188,023 volumes were consulted in the reading room and in the various school buildings during the year, making a total service of 329,193 issues, of which 273,753 were to juveniles and 55,440 to adults, an average of 27,433 per month. The issues to children were limited to one volume of fiction per week, during the school year of thirty-eight weeks; but no limit whatever was placed on the other classes, or on such books as might aid them in their school work.

—Professor Anton Leibold, Supervisor of Physical Training, Columbus, has just issued a third edition of his valuable Manual of Physical Culture for Public Schools which has been thoroughly revised, and arranged according to the three terms with special lessons for each of the eight grades. Furthermore, each lesson is complete in itself, and stands for a week's work to be repeated daily. Copies of this Manual will be sent to any address postpaid for 65 cents.

—The editor spent a very pleasant day in Cincinnati, February 14, and made a talk to the City Teachers' Association in the afternoon. We are under renewed obligations to the teachers who make up this city organization which is making such rapid progress under the man-

agement of E. W. Wilkinson, president, and O. P. Voorhees, chairman of executive committee, for a very cordial reception. On every hand from teachers, principals, and members of the board of education, we heard the most complimentary expression of opinion regarding the work of Supt. Boone. At a recent meeting, the board of education unanimously voted to grant a leave of absence to all principals who desire to attend the Chicago meeting.

—The second bi-monthly meeting of the teachers of Morrow county was held at Fulton, Saturday, January 20. Good music was furnished by the Fulton choir. Good discussions were a pleasing feature of the program. At the morning session Judson A. Jones read a well prepared paper, subject "The Non-Ego to the Ego." He brought out many excellent thoughts, which were discussed by Supts. Spear, Miller, and others. In the afternoon Mrs. B. E. La Rue read an excellent paper on "School Libraries," setting forth in a very interesting manner the advantages in having and the disadvantages in not having this valuable adjunct to the school. Miss Louie Barber then read a most excellent and interesting paper on the "Art of Education," which showed great care in its preparation, and treated the subject in a very exhaustive and logical way.

Miss Katherine Burk was next on the program with a very able paper on the "Training of the Memory," being well received by all present. C. C. Smith in a very forcible manner read a paper on "History," emphasizing those events which mark our progress as a nation and the principles which prepare our youth for citizenship. Arthur Smith read a very practical paper on "Physiology", treating his subject from an experimental standpoint, presenting methods which he had tested in the class room. All the above papers were discussed at length. Round Table topics were discussed by Messrs. Spear, Miller, Sipes, Jones and others. The attendance was good and the meeting throughout was an enthusiastic and helpful one.

—Supt. J. M. Martin of Darby township, Union county, is meeting with the success which he so richly merits. He teaches the township high school the last five days of each week and superintends the township schools on Monday. In addition to all this hard work, he manages a lecture course which furnishes eight or nine entertainments to the people of the township within the year. We speak from personal experience when we state that the large audience which assembles in the township high school building to attend these lectures is one of the best we ever talked to. The people are interested in their schools and try to help their sup-

erintendent and teachers in every possible manner.

—The Tri-State Normal School at Angola, Ind., is enjoying a very successful year. The spring term will open March 13, and the summer school which will furnish excellent opportunities for both study and recreation will open May 22.

—Prof. Ed. M. Mills has closed out his interest in Defiance College, and has accepted the principalship of the Defiance high school.

—The Summit County Teachers' Association convened at Akron, Ohio, February 10, 1900. After reading of scripture, and prayer by Supt. R. S. Thomas of Akron, the following program was carried out: "A Word for English," Supt. J. H. Atkinson, Tallmadge; Declamation, Herbert C. Hammond, Copley; "Effort versus Results," Miss Julia Fenn, Cuyahoga Falls; Address, "The Teacher and the Citizen," Prof. S. P. Orth, Buchtel College. Music was furnished by Mr. Carl Glover, and the Misses Mary Glover and Fannie Cook. Supt. Atkinson treated his subject from the standpoint of the pupil. He thought that English should be mastered as thoroughly as other studies. Miss Fenn emphasized the necessity of having a high standard and living up to it, and said that we must begin with the teacher if we are to raise the standard. Among the many things

Prof. Orth said in his excellent address are: The function of education is to make a man. The mission of the schools is to make strong citizens. The power of America is individualism. Public opinion can be shaped in the schools. It is our duty to make great common people. American history is the most valuable study to teach Americanism. Patriotism is best taught by the use of American documents. The various papers were discussed by Supt. R. S. Thomas, Prof. J. E. McKean, Prof. Orth and others. The meeting was well attended and was one of the most successful of the year.

—Van Wert county teachers' association held their second quarterly meeting at Van Wert, Jan. 27. The teachers of this county are establishing a record for enthusiastic, live institutes that is not confined to the county or even to the state.

There were so many good things said and done at this meeting, that it would be impossible to give anything like a full description of the affair. After the opening exercises Supt. G. W. Hurlless of Ohio City read an able and most comprehensive paper on "The Nobility of the Profession," which was well received. Albert McGowen opened the question "What do our Rural Schools need most?" This was discussed quite ably, the consensus of opinion being that more thorough organization is needed.

Teachers are changed too often, frequently three different teachers in same school in one year. This is not the case in all the townships. More thorough equipment of teachers. Teachers should not be janitors. Prof. J. A. Culler of Kenton, followed with a very instructive talk on "Elementary Sciences in the Common Schools." We should teach with the idea that the school is related to society and the material world surrounding us and not as a thing apart and isolated: not a something that has to be done through a sense of duty with no regard to its influence, past, present or future. He illustrated by experiment how a candle burns and what it burns. He showed that the most common phenomena are wrapped in wonder and are sources of interest and profit to teacher and pupil. Mr. Culler is to be congratulated on his flattering reception by this Institute.

The afternoon session being called to order, Mr. E. R. Rader delivered an address on "The Qualifications by which the Teacher is Measured," which bristled with pertinent truths and practical thoughts.

The Fair Committee reported that matters were arranging nicely for a school exhibit next fall. Committee was instructed to prepare a synopsis of the work that is to be used in the exhibit and to

send a copy to each teacher in the county.

Prof. Culler was given the remainder of the afternoon for his lecture and experiments in "Elementary Sciences." He had the audience from start to finish. His work could be appreciated only by one's being present. His theme was "Atmosphere." He explained the physical properties and then by experiment illustrated the chemical properties. Five different degrees of kindling point were demonstrated. The work was very practical, so much so, that any teacher of ordinary ingenuity is able to perform these experiments the expense being but a trifle and the apparatus simple. They make clear many points in geography that are otherwise puzzling. Prof. Culler's effort was an inspiration to all who heard him. M.

— The Walnut township, Fairfield county, high school established last spring and located at Thurston, is doing excellent services with W. M. Wikoff in charge. The enrollment has already reached over thirty.

— Educational matters received much attention in Jefferson county in February. On Feb. 3, Commissioner Bonebrake delivered an address to the Central Farmers' Institute which was well received. On Feb. 10, a large Teachers' Associa-

tion was held at Steubenville at which a number of subjects were discussed, the chief one being State Normal Schools which were heartily endorsed. Supt. Hobson of Dennison led in this discussion.

— The Morgan county teachers' association held an interesting session Feb. 3. C. C. White discussed Normal Schools, Supt. Mott. Arnold, English Grammar, C. W. Naylor, Percentage, S. L. Stone, School Government, and H. M. Finley, Big, Bad, Indifferent Boys.

— Teachers will be interested in the advertisement of Vories's Business College, in this issue. Mr. Vories, the manager, is Ex-State Supt. of Public Instruction of Indiana and his school has had a phenomenal success. It is thoroughly reliable.

—OHIO EDUCATIONAL MONTHLY and *Ohio Teacher* both for one year for \$1.50. Cash must accompany each order.

BOOKS & MAGAZINES'

Allyn and Bacon, Chicago, Ill.: "Plane Trigonometry," by Elmer A. Lyman, Michigan State Normal College, and Edwin C. Goddard, University of Michigan. The aim of the book is to combine a rigid and general with a simple treatment of the principles of the subject. Ohio teachers will note that Prof. Lyman was at one time principal of the Troy, Ohio, high school.

"The Drama, Its Law and Its Technique." By Elisabeth Woodbridge, Ph. D.; 16mo, cloth, 198 pages. Price, 80 cents. The book, as its title indicates, has two main divisions: It deals, first, with those general laws by which the drama, in common with other forms of art, is dominated; second, with those technical rules, applying specifically to the drama, which have arisen out of the conditions of dramatic form and the exigencies of stage presentation.

D. C. Heath & Co., Chicago, Ill.: "School Sanitation and Decoration." By Severance Burrage, B. S., and Henry Turner Bailey. The volume contains a practical study of health and beauty in their relations to the public school. Price \$1.50.

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Houghton, Mifflin & Co., Boston, Mass.:

"Rembrandt." By Estelle M. Hurl. The volume is one of "The Riverside Art Series" and contains a collection of fifteen pictures and a portrait of the painter with introduction and interpretation.

"The Custom House on Main Street." By Nathaniel Hawthorne, with introduction and notes. No. 138 of R. L. S.

"Thoughts and Experiences In and Out of School." By John B. Peaslee, ex-superintendent of Cincinnati schools. The book contains many valuable thoughts and suggestions,—the result of a long and successful experience—and is accompanied by letters from Longfellow, Whittier, Holmes, and other American authors. Printed for the author by Curts and Jennings, Cincinnati, Ohio.

Werner School Book Co., Chicago, Ill. :

"The Rational Writing Books—Rapid Vertical Penmanship." A new system combining legibility, rapidity and beauty.

"Napoleon Bonaparte" will appear in the March "Century" in a new role—that of a temperance advocate. In the second installment of Dr. O'Meara's hitherto unpublished "Talks With Napoleon" at St. Helena, it is recorded that, having a pain in his side, the ex-Emperor asked his physician to show him where his liver was sit-

uated; and the latter, in some remarks on the causes of inflammation of that organ, mentioned intoxication as one of them. Thereupon Napoleon remarked:

"Then I ought not to have it, as I never was drunk but once in my life; and that was twenty-four years ago, at Nice. . . . I drank three bottles of Burgundy, and was completely drunk. O how sick I was the next day! I wonder how a man who once gets drunk can ever think of doing it again. Such headache, vomiting, and general sickness; I was nearly dead for two days."

The March "Atlantic" contains a very timely and helpful article by L. B. R. Briggs, Dean of Harvard College, on "The Transition From Home to College," which ought to be read by every parent who intends to send a boy to college, by every teacher who has anything to do, directly or indirectly, with preparing boys for college, and by every professor who is to come in contact with boys after they reach college.

THE OHIO EDUCATIONAL MONTHLY

APRIL • 1900 •

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THE ROCK FLOOR OF OHIO AND ITS DEVELOPMENT.

BY J. A. BOWNOCKER.

In the study of geography we confine ourselves almost entirely to a consideration of the surface features of the earth; and much the greater part of our time is given to the land. The circumstances attending the latter's formation, and the materials of which it is composed are usually given scant consideration. Let us depart from this custom, and study together for a short time the foundation of our state and its early geological history as a supplement to its geography.

THE ROCK FLOOR.

Could we remove the materials—the soils, clays, sands, gravels and boulders which everywhere cover the surface of our state, we would find a rock floor. An examination of this floor would show that it is

not uniform but composed of several kinds of rocks. There would be found limestones, shales, sandstones and conglomerates, and the localities where these are found are stated later in this paper.

All these rocks belong to the group known as the stratified or sedimentary. The first of these terms refers to their bedded arrangement, or to their occurrence in layers; and the second to their being composed of sediments. Let us see the significance of these terms. The only manner by which stratified rocks may be formed is through the agency of water. This permits sorting of the material, and the deposition of the coarse portions in one place and the fine in another. Frequently owing to changed conditions, a layer of fine material may be deposited over the

coarse, and vice versa, and this alteration may be repeated any number of times.

Since this is the only manner by which stratified rocks can be formed, and since such rocks constitute the floor of the entire state, we conclude that all Ohio was once covered with water. But many of these rocks contain fossils, which are known to be the remains of marine animals, and so we conclude further that the waters which extended over our state were those of the ocean.

The question now arises—from whence were the sediments composing these rocks derived? There were two sources of a widely different nature: (1) The shells of marine animals, which furnished the materials of which our great beds of limestones were formed; and (2) Pre-existing land areas, which through their disintegration furnished the sediments now found in our conglomerates, sandstones, and shales. The nearest land from which this material could have been derived lay north of the great lakes; in the Adirondack mountains; and the Piedmont plateau, east of the Appalachians. From these areas the sediments were carried by waves and currents, and distributed over the floor of the seas which extended, with only slight interruption, from the Piedmont plateau on the east to the Rockies on the west.

AGE OF THESE ROCKS.

Were these rocks all formed at the same time, or were they produced at different periods? In other words, is the land of Ohio a product of slow growth, or was it formed in comparatively short time?

The best mode of attacking this kind of a problem is furnished by the fossils which the rocks contain. As is well known, these fossils show a progressive development in the life of the world, the simpler forms being found in the earlier rocks and the more complex forms in the later. By carefully collecting and studying these fossils it is found that they can be divided into groups, each of which will be characteristic of a certain geological period. Consequently by the study of these fossils, the age of the rocks containing them can be relatively determined.

On this basis the stratified rocks of the world have been divided into the following great divisions, which beginning with the oldest are (1) Cambrian, (2) Ordovician (Lower Silurian), (3) Silurian (Upper Silurian), (4) Devonian, (5) Carboniferous, (6) Triassic, (7) Jurassic, (8) Cretaceous, (9) Eocene, and (10) Neocene.

An examination of the floor of Ohio shows that different parts of it contain different groups of fossils; and so we conclude that it is

not of the same age at all places. The divisions of rocks found at the surface of our state are the Ordovician, Silurian, Devonian and Carboniferous.

ORDER OF FORMATION OF LAND AREAS.

It is evident that since these rocks were formed on the bed of the ocean that in some way this whole rock floor was elevated above the waters; and the interesting question now arises, what was the order of elevation above the sea of the land areas of our state? Which portion was the first to be thus elevated? And which was the last?

Near the close of Ordovician time there was an arching of the sea floor extending from the present state of Alabama north to Canada. Throughout most of this distance the result was merely to shallow the waters, but at two places islands were formed. One of these was confined largely to the present boundaries of Tennessee, while the other had its center near the city of Cincinnati, and so included a portion of the states of Ohio, Indiana and Kentucky.

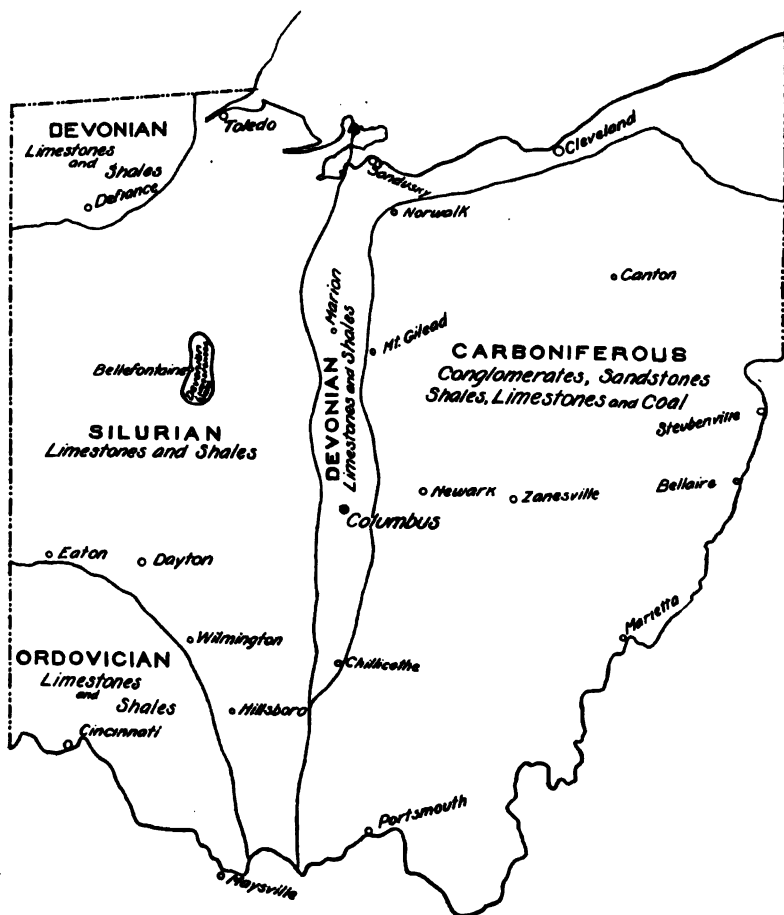
But how, it may be asked, is it known that these islands were formed at the close of Ordovician time? The answer is, because there are no rocks younger than the Ordovician found there. Had the islands been beneath the sea during

Silurian time, we would expect to find rocks of that age on their surface. As a general rule it may be stated that any area of stratified rocks must have been lifted above the sea at the close of the period when these rocks were formed; or to state the same proposition in a reversed manner, no region of stratified rocks has been beneath the sea at a period later than the time of the formation of the surface rocks, and further that this time is shown by fossils which the top or surface rocks contain.

From what has been said it is apparent that the first part of Ohio to be lifted above the sea was the southwestern, and that this occurred near the close of Ordovician time. The rocks of that region consist of blue limestone and shales, and have an area of about four thousand square miles. While the rocks of this period are found at the surface of that part only of Ohio, it must not be thought that they do not exist elsewhere within the state. Without doubt they underlie all other parts of the state, but since those parts were not lifted above the sea until a later period the rocks in question are deeply buried beneath those formed during later times. Far to the east, north, and west of this island the seas extended without interruption, and on these floors sediments were accumulating which were to form the later rocks.

During and at the close of the next period, the Silurian, there were important additions made to the areas of our state. The rocks be-

ing nearly the western half of the state, was not added all at once. First the rocks known as the Clinton were lifted above the sea, and



MAP OF THE ROCK FLOOR OF OHIO.

longing to this time are composed almost wholly of limestones and have a thickness of about 700 feet. However, this great area, compris-

then in order the Niagara and Lower Helderberg.

At the close of Silurian time the western half of the state with the

exception of the triangular area in the extreme northwest corner had been formed, while the eastern half still remained beneath the sea. Doubtless the streams flowing from these areas carried into the adjacent waters sediments which constitute a part of the latter formations.

During and at the close of Devonian time there were two areas added to the land masses. One of these lies in the northwestern corner of the state, and the other formed a narrow strip extending from south to north across the central portion of the state, and thence skirting the south shore of Lake Erie and passing into Pennsylvania. The rocks of this period are of two kinds. Abutting against the Silurian are the limestones known as the Corniferous. These have a maximum width of 18 miles and a thickness of 100 feet. It may be of interest to add that Kelley's Island is simply a block of this formation; while Put-in-Bay, so often a mecca for Ohio teachers, is a knob of the Lower Helderberg (Silurian) limestone. Excellent exposures of the corniferous are shown in the quarries at Sandusky, Marion, Delaware and Columbus. The stone is used extensively for buildings, the state house being the best known structure built from it.

The second group of rocks belonging to the Devonian is the Ohio Shales. These have usually

a dark color, and an average thickness of three hundred feet.

There is another locality where Devonian rocks are formed. This is in the hills of Logan county—the highest land in the state. It has been stated that western Ohio has not been beneath the sea since Silurian time, but the Devonian rocks just referred to show that a portion of the territory was submerged during the latter period. It is not improbable that a large part of western and northwestern Ohio was beneath the sea until the close of Devonian time, and that the rocks which were deposited during that period have all been removed except the small area in Logan county.

The next and last period in the development of the floor of our state was the Carboniferous, and in point of territory added, and wealth contained, it far surpasses any of the previous periods. The territory added during and at the close of this time comprised practically the eastern half of the state. The rocks consist largely of sandstones and shales, with several thin beds of limestones and have an aggregate thickness of two thousand feet. The economic products of eastern Ohio, consisting of building stone, coal, oil, gas, salt, etc., all come from this formation. The time required for the depositing of the two thousand feet of Carboniferous rocks must have been very long.

The vegetation attained a luxuriance that has never been equaled, and the changes in the character of the strata indicate many oscillations in the level of the sea floor.

Finally the great disturbance known as the Appalachian revolution, which terminated in the formation of the mountains of the same name, occurred, and with it the last of the land of Ohio was lifted above the sea.

But how long, it may be asked, was this rock floor in forming? The time was very great. We can not state it in years, but it is safe to say that the time that elapsed between the beginning and the completion of the foundation of our state was fully as long as the time which has since elapsed.

SUMMARY.

1. The floor of Ohio is composed of sedimentary rocks.
2. The western half is composed largely of limestones, and the eastern half of shales and sandstones.
3. The ocean once extended over the entire state.
4. The land areas were a product of slow growth.
5. The oldest part of the state is the southwestern and the youngest the eastern.
6. The first land was formed at the close of the Ordovician period, and the last at the close of the Carboniferous.

IN THE SPIRIT.

BY T. S. LOWDEN.

It is evident that the teacher must have character with high ideals and live thereto, possess scholarship, be cultured and equipped professionally, if any degree of success in her work is hoped for, but with it all, her work will prove well-nigh a failure, be a spiritless, mechanical, daily grind, unless she is earnest, responsive, sympathetic — "In the

Spirit." What is it to be "In the Spirit?" Illustration and example best answer. John was "In the Spirit" on Patmos. "I was in the isle for the word of God and for the testimony of Jesus Christ." It was the Lord's day and a silence was brooding over the lonely, Aegean isle, broken only by the dash of waves against the rock-

bound coast. The day and place lent auspice to the spirit, but above all was heart, intent, purpose, the life of that "beloved disciple," that induced the heavens to open and reveal themselves. To the honest heart, the responsive soul, the sincere life, heaven is ever near if he but divine; ever willing to divulge its secrets and joys if he but importune. To the wayfarer the way opens if he but seek. "Ask and it shall be given you." "Seek and ye shall find." "Knock and it shall be opened unto you." But the "asking," "seeking," "knocking," must be done "In the Spirit." Without responsiveness, sincerity, earnestness and sympathy our petitions, pleadings, labors, our lives avail not.

Sometime since, I was obliged to walk several miles along a railroad, closely skirted on one side by a ravine, on the other by overhanging cliffs and rugged slopes. For three-quarters of a mile the track was thickly covered with rough slag from the iron mills. I had the alternative of walking the railing of trudging through the slag. It was a laborous journey. The afternoon of the following day, I returned the same way. It was one of those days early in November,—

"As still such days will come
To call the squirrel and the bee
From out their winter home."

The sky was azure, thinly veiled
o'er here and there with flocculent

clouds through which the sun shone, with mellow, autumnal light, enveloping hill and vale in purple hue. A gentle breeze came out of the south. An occasional dandelion dared yet appear; a spray of aster yet remained. The grass with its recent growth,—new, tender, green, carpeted the ground beneath the leafless oaks. The rills hastening toward the rivulets made music, with their murmuring notes, pearlying over the shallows. The assembled waters, gathered from the hills, tumbling o'er the distant dam, gave undertone in symphony. Near by in the thicket the red bird whistled merrily, while up the hill-side in the wood, the haughty quarrelsome jay was scolding a solitary crow, that crawled in joy for the sunshine. Even the belated butterfly, Philodice, with her clouded sulphur wings, rejoiced to float in the balmy air, while the tiger caterpillar was anxiously hastening along, nervous, lest he be too late for transformation. Over all this life and beauty, so soon to depart, there brooded that ominous silence, that foreboding stillness which portends the oncoming storm. Alas! that such days are so rare, but thanks that they come at all, for,

"Far through the memory shines a
happy day
Cloudless of care, down-shod to
every sense,
And simply perfect from its own re-
source.

Such days are not the prey of setting suns,
Nor ever blurred with mist of after-thought."

I strolled, I lingered, I rested. My nerves were at peace. My limbs were filled with the warmth of life, my thoughts with buoyancy, my heart with joy, I felt, I thought, I sympathized, I responded to the wonderful, the beautiful, the life about me. My soul was filled. Tears of gratitude welled up, that I, "poor worm of dust," was a part of all this life and loveliness. "A centered self, which feels, and is—a part of all life's mystery."

All the while I was in the domain of my inner self, unmindful of the toils and cares of life. Suddenly the spell was broken when by chance I turned about and saw that I had again but unconsciously plodded through the slag, which only yesterday had caused me so much annoyance. But yesterday it was "me" who was. Today it is "I" that is. Yesterday there was sensitivity to ills; today, a responsiveness to charms. Yesterday the slag detained "me", my outer life or external self, and so it does today, but today, likewise is my inner life, the interior self touched, moved, delighted, so that the exuberance thereof o'erflows and quenches the ills of "me." Today I am "In the Spirit." I can see, feel, realize, sympathize, respond. It is clear that,

"All I see in earth and sky,
Star, flower, beast, bird is a part of me.

This conscious life is the same
Which thrills the universal frame."

How much of life we see is slag, even though we be in the midst of the good and beautiful, so abundant and broadcast about us, unless with the discerning eye of the inner self we penetrate the veil, perceive, understand and comprehend the world, its fulness and the riches thereof! Each creates his world, his universe, and makes his inner or outer self the center of it. His world is spiritual or material in as much as it is generated by his inner or outer life. We are prone to see the slag in life. We see too oft "through glasses darkly." Slag there is in life, and slag there needs must be, but we should learn to know the slag and profit by it. The duties incident to the teacher's life cannot be counted slag. Our interest in life, in growth and development, childhood, right, truth, and the beautiful, our interest in humanity, the race, its future welfare should be wholly sufficient to stimulate our inner life and make us "In the Spirit."

Comenius must have been "In the Spirit." No man can give his life, dedicate himself, devote his time, energy and talent to a cause, especially that of elevating the race, bettering the conditions of mankind, alleviating its woes, en-

couraging it to look up, unless he be "In the Spirit." Thomas Arnold and Froebel too, must have been "In the Spirit." The work they did so well, their influence in our day is evidence of it. But what of Pestalozzi? Can anyone live a more "living sacrifice" than did he, in his devotion to childhood, orphanage and the lowly? Poor as was his scholarship, meager his culture, ill-balanced his character, yet my heart leaps up when I think of "the miracle of love," his sacrifices, the cheer he has sent into miserable souls, the Samaritan offices he performed, the good he has done, ever earnest, sincere, responsive, sympathetic. With him the inner life, the "I," with self and child was the end and aim of education. Externals, "the me" concerned him little. He lived and labored "In the Spirit." Only such a life and labor can call forth, even in death, an epitaph as that which has been justly given him: "Savior of the poor, preacher of the people, father of the orphan, educator of humanity, man, Christian, citizen: everything for others, nothing for self. Blessed be his name." Better leave such an epitaph on the hearts and in the lives of humanity and be buried "in a valley in the land of Moab, over against Bethpeor," than be ephemerally great and be interred with imposing ceremonies in a conspicuous corner in Westminster.

The school-house, its equipment

and environment, the community cast their influence to inspire or thwart the teacher's work. All this is paraphernalia, (a help 'tis true), to him who has an inner life, enriched, vast-stored, from whence he draws his daily sustenance. This one gives bread not stones; ennoble all he looks upon, turns to purer metal all he touches. His goad is spirit, not show and scourge. This he plants in others. Get but the goad *within* thyself, if thou wouldst be a man. A year with such a one means life-long blessings to the child.

"As one lamp lights another, nor grows less
So nobleness enkindleth nobleness."

It twice ennobleth. "It blesseth him that gives and him that takes." Happy and influential is he who is conversant, with the one real language, sympathy,—the cord that binds man to man—the electric current that unifies, the motor by which we feel. To feel and be moved to feel how noble! It is our richest endowment, our most God-like heritage. Sympathy, what an enlevelling force! How permeating its influence, how buoyant its power! What a tonic to the weak, resuscitator to the faint, a healer of the sick, a meed in distress! He who in his teaching remembers his childhood, his early man-hood, who can, at will, renew his youth, and see himself again in infancy, who forgets not the troubles in his long division, those first dark days in his

geometry, the hours of toil over his Greek verb, though he may lack high scholarship, expert, professional training, a broad and liberal culture,—important qualifications in the main, has the essential equipment for real success.

The teaching profession needs students of life, of humanity; teachers whose permanent interests lie along the lines of their labors, who live in their work, who are earnest, sincere, noble, responsive, sympathetic—who are in "The Spirit."

NATURE STUDY.

BY CAROLINE H. PARKER.

Looking backward over the Nature Study movement and its attendant literature reminds one of a freshet. When the mountain snows melt and the humid atmosphere of spring drops its moisture, we see the river foaming, roaring, and rushing over every obstacle in its course, bearing upon its muddy tide the debris of its widening banks. It washes away the old familiar landmarks, and often leaves its time-worn bed to find a shorter and better route to its ultimate destination. So with Nature Study; twenty-five years ago it was not named in any curriculum, yet there were many little rills issuing from the old rockbound sides of Mount Pedagogy which have since united in one mighty stream that has swept through the land like a booming river. It has been constantly agitated by opposing elements, and bears on its turbid bosom innumerable devices, meth-

ods, helps, suggestions, nature courses, myths, legends, personifications, chips of science, flowers of sentiment, uprooted trees of knowledge, and all the attendant drift from a wide and prolific shore. The present indications, however, are that it will deposit these accumulations in one immense delta, clear itself of detritus, and flow on, in the coming years, a placid and crystal stream.

It may take a long time to lose its muddy tinge, but some day, when we do not call heathen myths and Indian legends Nature Study; some day when we do not try to teach what we do not know; some day when teachers and parents cease bemoaning the additional work; some day when we can talk to the six-year-olds about plain wind, without saying "Mr. Wind," or about a buttercup without calling it "Little Miss Buttercup;" some day when we learn that a

child prefers plain truth about the many things which are strange to him, rather than some mystic fancy; some day when we all agree that it is essential to the child's welfare and happiness that he look upon the world around him with intelligent eyes, that he understand the laws which govern that world and that he recognize the great Lawgiver over all; some day the stream will flow clear.

The higher schools must have "scientific science scientifically taught," but the business of the lower grade teacher is to train and stimulate the perceptions so that the child may have seeing eyes, and that he may bring to the study of science a keen desire to know more and more. Then when he leaves school he will take with him a reserve fund upon which he can always depend. To know nature and to love her is the poet's capital, his inspiration and his joy; it is the artist's most valuable possession, the author's richest resource, the discoverer's chief handmaiden, the inventor's infallible guide, and humanity's most enduring pleasure.

But—for the primary teacher! These embryo poets, artists, scientists, inventors, who may be in her classes, come to her full of interrogation and investigation. It is her duty to foster this spirit of inquiry and, as far as possible, answer the child in simple, truthful, intelligible language, leading him to see the

uses as well as beauties of created things.

Until that ideal time when we can take our classes to study nature in her own realm, we must be content to bring into the school room so much of her wealth as we may need. Many valuable collections may be made by adding a little each year and arranging them properly for preservation and ready access when needed. This will require time, work, and some expense. No collections which require or suggest the taking of life should be made in the elementary schools; but seeds, seed vessels, cones, pressed leaves, ores, minerals, cocoons, deserted bird nests, woods, fossils, shells; any or all of these are interesting, and the children enjoy bringing them in to an appreciative teacher.

A large but shallow box placed on the wall, and covered with glass or with curtains, will contain many seed vessels, if they are neatly arranged and glued to the bottom.

Thin boards or heavy cardboard will preserve many valuable specimens of ores and minerals if the latter are securely fastened to them with glue or with threads.

Bird nests are fragile things after they have served their original purpose and should have a cabinet of glass so they may be seen without handling.

Seeds and vegetable productions

such as sugar, tea, spices, etc., should be kept in labeled bottles attached to a card or board and used when we study the countries which produce them.

As we cannot always see living birds, and would not care to see dead ones, the best we can do is to have colored pictures of them in a portfolio ready for use when required. Excellent ones can now be had at very small cost. When reading bird poems or stories like *The Sandpiper*, *The Waterfowl*, *The Skylark*, or the *Veery*, about any one with which the children are not familiar, a correct picture placed before them aids much in their appreciation of it.

Small spool boxes may be used for the larvæ of moths and butterflies. After the cocoons and chrysalids are formed they should be put away in a cool place until spring.

These collections will always furnish material for study; but when a strange plant, flower, or seed, bird or butterfly is brought to the class then is the time to study it; not because it correlates with something, not because it is Nature Study period, but simply because of its inherent interest as something new.

Often when the teacher has her Nature Study lesson well planned for the day some accident will bring to notice a very different subject, and one for the study of which

no future time will do. Then it is well to put aside the intended lesson for the one which is just provided. Strange or rare birds sometimes come in this way and cannot be kept. Four interesting birds were thus brought to our observation during the fall migrations.

The first was a Grebe; probably too young to keep up with its fellows it had dropped in the school yard and was found floundering about in an awkward way, neither able to walk on its short paddle-toed feet, nor to fly, without water from which to rise.

Another day a boy rescued from the claws of his cat a *Magnolia Warbler*. It was a little gem of beauty in the bird world, with its yellow spotted breast, its ashy crown, its chestnut wings and tail, and delicate bill.

A ruby-throated humming bird dashed into the building and against something which disabled it from further flight. It lived some hours and clung to little fingers with its needle-like claws, while its beautiful colors and tiny form were being admired, and expressions of unavailing pity bestowed upon it.

The fourth was a *Bittern* or *Indian Hen*; in points of beauty a great contrast to the warbler and humming bird, with its humped body and large bill with which it pecked viciously at curious eyes that came too near its box, and

hissed out a warning to keep hands off, while it raised itself on its long, green toes, and puffed its body with rage.

The snowy days and days of sleet, dark days and days of sunshine, all bring with them their natural lessons and—yes, their ethical ones also. Our morning songs may add the esthetic element if we do not sing,

“See the morning sunbeams
Lighting up the wood,”

when March winds are howling or
December snows filling the air; or
on a bright May morning sing,

“Whichever way the wind doth
blow

Some heart is glad to have it so.”

Or perhaps on a rare June day
when we ought to sing of robins
and roses we amuse ourselves with.

“Beautiful, feathery flakes of snow
Swiftly come and swiftly go.”

Much of nature comes to our
doors, much we may bring in,
much go out to see, but the important
thing is that with the children,
we become better acquainted with
her wherever we may meet; then,
as is the case with many other
friends the better we know her the
more we shall love her.

AT WHAT AGE SHOULD A CHILD ENTER SCHOOL?

BY NELLIE TANNEHILL.

An old proverb tells us, “Train up a child in the way he should go and when he is old he will not depart from it.” Be this strictly true or not, you will agree that the early training of a child has much to do with his future.

While a great number of American homes are ideal ones, many children are born in poverty, ignorance and immorality, and utter unconcern. The first at a very early age are compelled to take upon themselves the home cares, the second are reared in ignorance and vice and the third are left to their own inclinations. Society demands

that something be done to counteract the influence of such conditions and it is here that the public school steps in and undertakes the great problem.

When you consider the course of study laid down for the first year pupils, you do not wonder that the school law says six years shall be the age at which children may enter school. But, from a moral standpoint, is this early enough? I think not. Kindergartens should be established, in connection with the schools, where children as young as four years may enter and be put in training for the first year work.

It has been my experience that the majority of children at six, under proper conditions, *can* master the course of study laid down for the first year. But when you consider with how much more ease a child a year older takes hold of the work and how much more solid and lasting is the work, you question whether the law should not say seven or even more.

We have been studying that our mental progress is greatly affected by our physical condition. Some children are not strongly built — are nervous, subject to croup, colds, sore throat, etc. These if placed in school at six rarely attend regularly. The mental strain is more than the nervous child can withstand, the weather and distance from the schoolhouse more than the weak can endure. With ill health and poor attendance as a result, the work is not done and the child is compelled to remain in the grade another year. Wouldn't it be far better not to enter him until he is physically stronger? Does the short time in school and the amount of knowledge gained pay, in the end, for the wear on the body?

There are a number of children, yearly, who, altho' good in attendance with no apparent ill health, do not get hold of the work. These, if detained until the next year, will, in nine cases out of ten, be the leaders in their classes. Few children, very few, are incapable of learning.

Why then, do they not get the work at first? Is it with the teacher? Perhaps so. Perhaps she did not make the work as plain as she should — perhaps she did not devote enough time to the slow pupil. But isn't it more reasonable to believe with the majority — yes, large majority — that the fault is with the child's mental development? Be the trouble with the teacher or child, what is justice to the child; what is justice to the rest of the school; what is justice to the teacher? Shall the child be left dragging, discouraged and nervous? Shall the majority be kept waiting for the very few? Shall the teacher spend restless nights trying to manufacture some scheme by which time and attention may be justly dealt out to all, until she is physically unfit for duty next day? If the fault be with the teacher, tell us the remedy, parents. If the trouble be with the child! Had we a kindergarten, all would be well. But looking the facts plainly in the face as they really exist in our own school, what can be done? Hadn't the child better be taken from school until another year — until he is more fully developed mentally?

But the parents say, "How can I know when my child is such a one?" Visit the schools, consult the reports, interview the teacher and do not let your mother-love blind you to facts.

ART IN THE PUBLIC SCHOOLS.

BY CARRIE O. SHOEMAKER.

The old notion that cheap furniture and bare walls are conducive to holding the attention of the young is fast giving way to the ideal one of surrounding them with beauty in the school room.

The work of beautifying school-rooms is becoming general. This month we have an interesting account, by Miss Eva Weiler, of the movement to put good art into the Sidney High School. It is pleasing to know that after a *study* of small reproductions of famous pictures, half the school chose "The Angelus" when they were ready to buy large pictures.

Without study few are able to read the full message that Millet intended to convey in his picture. To some it is—just two people digging potatoes; to others, two sweethearts; a little boy in a kindergarten called it, "That picture of God"; a peasant woman on being told that she could have a copy of it said, "Give me one in which the church stands out big." Henry Drummond interpreted in full the great message which the artist had given to the world: "Millet's Angelus is a great picture because it portrays the three greatest factors in life — work, love and worship.

Only the greatest and best pic-

tures should be placed before our boys and girls, for who can tell the influence these silent teachers may have?

The following is Miss Weiler's report:

Such a barren field in which to work! So it was considered and my head acquiesced in this sad statement, as I speechlessly glanced about the main room of the Sidney High School.

Nails were evident here and there; the shutters were in a dilapidated condition; and the walls were defaced with five of the dustiest pictures,—pictures which had hung undisturbed for a dozen years or more!

What was to be done? I decided to begin a transformation in one of my own class rooms. Procuring large sheets of gray card-board, I pasted, in classical order, Perry and Brown prints. With these I made a frieze about the room. Then I placed my own collection of etchings and engravings here. The effect on the children was decided, and they began talking of the artists in a most interesting manner.

Feeling that something *must* be done to the main room, I determined to ask Sidney's Club Women to promise their patronage, if I

should get up a Gibson entertainment, the proceeds to be used in adorning these walls with pictures.

So with the help of these patronesses, the entertainment was given one evening and we made seventy-three dollars.

Knowing the children would enjoy selecting their pictures, I asked each pupil to write his or her favorite picture on a signed slip. Half the school chose "The Angelus." Next in popularity came "The Sistine Madonna." Very fine copies of these adorn the wall now. The other works of art chosen were:

"A Helping Hand."

"Joan of Arc."

"Washington Crossing the Delaware."

"Horse Fair."

"Hofmann's Boy Christ."

"Bodenhausen Madonna."

"Baby Stuart."

"The Viking Ship."

"Three Venetian Scenes (photochromes)."

"The Capitol at Washington."

With these and the five no longer dusty pictures (for they have been "done over" and are really very excellent portraits of American poets) we have made a start. Besides these nicely framed pictures, we are to have two Barye lions and a "Cherub Quartette" in plaster.

The School Board put up a picture moulding and new blinds. How enjoyable it was to hear the pupils describe our pictures on dedicating them!

Although this is but a beginning, it shows what kindly and cultivated Club Women, earnest teachers, and appreciative Boards of Education can do for art in the school room.

PICTURE STUDY.

BY S. H. LAYTON.

We have been in a stern conflict with the physical world and great have been the results in invention and discovery. Practical concerns are very engrossing; the conditions of life are prosaic; the poetic spirit is not in evidence, and the love of the beautiful is not well diffused. We should "orient ourselves" sufficiently to see that we lack symmetry. We should turn

our attention to the source of the poetic faculty—the imagination. This is truly the ennobling and civilizing power. By it our sympathies are quickened and enlarged. It builds permanent forms of beauty in harmony with the highest ideals of mind, the realization and enjoyment of which is the highest aim of life.

Two great aims has art, to culti-

vate the imagination, and a right moral disposition. What a legacy we have in the pictures by great artists as standards of achievement for example and inspiration. How blessed we are to know the lives of Raphael, Millet, Landseer and others and the rich art pictures they left us.

It would be well if we could study the originals of the great artists, but this is not possible. We must do the next best thing: get the best reproductions. And, indeed, some of these are surprisingly beautiful. The Witter Wall Pictures, the Elson Prints, the Brown Pictures and the Perry Pictures are admirable. The Perry Pictures can be purchased at a penny each, the Brown Pictures are somewhat cheaper; and of either of these you can get almost any picture of any artist.

We have planned a course of study of pictures for each grade adapted to the interests of the children. About five pictures by the first four grades and about ten by the next four are to be studied in a year. In the first grades we have among others *The Sick Monkey* by Landseer, *The Pet Bird* by Meyer Von Bremen and *Baby Stuart* by Van Dyck. In the second grade, *A Helping Hand* by Renouf and *A Fascinating Tale* by Mme. Ronner. In the third grade, *The Highland Shepherd's Chief Mourner* by Landseer and *Can't You Talk?* by Holmes. Thus far in the grades

we have selected pictures without regard to artists, above this grade we aim to study pictures by certain artists in each grade, selecting Raphael, Plockhorst, Hofmann, Reynolds, Michaelangelo, Titian and others. The pupils in this way get the inspiration of the artist's life through biography. Isn't it right that pupils in our schools should know these men and be able to discuss them and their works? How many adults in America can do so today?

This will give a great stimulus to language work. What a field for drawing out the thought and expression of pupils. Each pupil should have his own picture pasted in his own book and in it with great care he (in upper grades) should write the biography of the artist and whatever grows out of the study of each picture. The study of the picture should consist of the story of what it contains,—what the pupils can see in it, the composition, and the artist in relation to the picture. Is this a basis for language expression?

In these pictures, also, history will have a great aid, and literature no less; here too can the forms of architecture find real embodiment. But the greatest good, no doubt, will come in interest in Bible incidents. Art seems to find its favorite theme in these sacred events. Do you love the Christ child? You will love him more after studying the Madonnas of different

artists. How our hearts grow warm as we contemplate the Holy Family of Rubens. See the Virgin Mother and Elizabeth with her hands clasped behind her little son John afterwards "The Baptist",—an atmosphere of domestic love and peace. And no less will you be stirred by the Holy Family of Murillo. See the little St. John holding up the cross—a symbol of the suffering to be endured by the Savior. There is, also, the staff of the Good Shepherd, and above is Jehovah proclaiming "This is my beloved Son." And just above the Savior's head hovers the dove—symbol of the descent of the Holy Ghost; while farther up are the forms of little angels bending in loving admiration and wonder over the Christ child below. Many are the works of art centering about the Christ: The Announcement to the Shepherds, Christ Blessing Little Children and Christ's Entry into Jerusalem by Plockhorst; The Annunciation, The Worship of the Wise Men, The Flight into Egypt, In the Temple with the Doctors, The Last Supper, The Crucifixion, Easter Morning, The Marys at the Sepulcher by Hofmann; Christ before Pilate by Munkacsy, and a host of others. Can one contemplate

such scenes as these and not move his soul to better living?

The study of such pictures must open a new field for the intellect in the study of biography, the location and value of these pictures. It must give ethical and esthetic culture to the emotions. It must enhance art appreciation, and quicken art studies in our country. And it must have a great moral effect upon the race. Study Oertel's Rock of Ages and have more faith; Munier's Morning Prayer and be more childlike; Faed's Always Tell the Truth and be more sincere; Raphael's Deliverance of St. Peter and be more trustful; Grust's Morning Praise and be less discouraged; Millet's Angelus and be more worshipful; Plockhurst's Guardian Angel and know there are

"Beautiful angels watching close
by,
Sent from the loving Father on
high,
Keep us when sin or danger is nigh,
Beautiful angels of light.

"When on the brink of evil we
stand,
Then may we feel the soft angel-
hand,
Then may we heed the whispered
command,
'Walk in the pathway of right.'"

SOME QUESTIONS FOR MR. CULLER.

BY CARL C. MARSHALL, Editor of "Learning by Doing."

In reading Mr. J. A. Culler's interesting article on heat which appears in the last issue of the MONTHLY, I understand him to imply that radiant heat-producing energy that proceeds from a red-hot stove is identical with that which proceeds from the sun. If this be true, why is it that a pane of glass, which does not intercept the sun radiations, *does* intercept those from the stove?

Again, if, as Mr. Culler asserts, there are no "molecules between our air and the sun" what transmits the energy? How does Mr. Culler or anybody else know that this proposition is true? He asserts that when his "radiant energy is arrested in its flight" heat results in the arresting body, and likens the phenomenon to the production of heat by a rifle bullet that is suddenly stopped. But if there are no molecules and presumably, therefore, no matter between our atmosphere and the sun, there is, in the case of the heat produced by the "stopping" of the radiant energy, nothing to represent the rifle ball. In other words, there is heat resulting from arrested motion when there is in fact nothing to move.

That there should be a sharp distinction made between the term

heat and the vibratory energy which produces heat, is quite evident, but in teaching this we should avoid the statement of mutually destructive propositions. Assuredly there can be no motion when there is nothing to move.

As a matter of fact there is no positive knowledge regarding the nature of the material molecules, much less of the ultimate constitution of the ethereal substance that theoretically unites the different parts of the sensible material universe. Prof. Tyndall all but demonstrated that heat is merely a "mode of motion," but neither he nor anyone else has shown us all the means by which this form of motion may originate or by what means it is transmitted. The cultivated scientific imagination has given us some clear pictures as to how the phenomena *may* occur, but we must be cautious about accepting these imaginings for ascertained realities.

It is going rather far to denounce as "unscientific" the statement that "heat passes from a hot stove to one's hand." We know that the stove gives off its heat or heat motion, and that the hand gains some of it, and it is admitted that the transmission is effected by some form of vibratory energy;

hence, the statement that the heat passes from the stove to the hand does not appear to be so far from the probable truth as to be "unscientific." Surely it is no more so than the statement that light

passes from the sun to the earth, or from the lamp to the printed page, or that electricity passes from the storage battery to the carbon in the electric lamp, or from the Marconi transmitter to the receiver.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

Some days since the writer had occasion to travel from Columbus to East Liverpool, and the contemplation of geographical and historical subjects en route afforded pleasing immunity from the tedium of railway travel. The study of water sheds on a train, has its disadvantages, but one can often determine about where the waters part even at the rate of forty miles an hour, and then the imagination can be given loose rein in tracing these streams to their junction with others until they finally reach the rivers and so on to the ocean. Then if one inserts in the picture here and there, an old mill, a water fall, and ever and anon a good fishing pool beneath the kindly branches of a noble elm the scene is not without fascination. At Newark one takes a trip (in imagination) out to the park to see again the celebrated Eagle Mound, one of the delights of the archæologist. This is surely the far-famed "great American Eagle," giving to

Ohio still another claim to distinction. One must needs think, also, of those other marvelous earth-works only a mile or so distant, whose secret well nigh baffles even conjecture. There seems to be a tacit agreement that they were designed for military purposes—but further than that all is mystery. One longs to see the famous double tree that Licking county boasts, but other scenes obtrude. The canal is in sight and its presence conjures up a host of associations, the struggles in congress over public improvements, the attempts to make this subject a party measure, and finally the construction of the Erie canal under the sturdy second Adams, which brought civilization westward with a mighty impulse, that neither stopped nor stayed till bidden to halt by the Pacific Ocean. And the canal lock—strange, isn't it, that the world should use practically the same kind of lock from the time of the Pharaohs down to the year 1897? Now the Chicago

drainage canal, and the Nicaragua canal. Well, we have made some progress since 1825, but even these great works do not mean more for civilization than their early predecessors. But here are cars of iron ore, evidently from the Michigan country. Those "Wolverines" made a pretty fair bargain in getting the upper peninsula in lieu of the little strip off northern Ohio. But they didn't know it then, and, consequently, were not altogether happy. Where is the exact spot, anyhow, where iron and coal may meet with greatest profit? The man who can locate it may be sure of a munificent bonus. Carnegie thought he had it located at Pittsburgh, but Tom L. Johnson has located it at Lorain. Ironton once laid claim to it, but the collapse of the great Etna furnace proved the claim unfounded. Of course this spot must be in Ohio, but the exact location furnishes a nice question of geography and finance. New-comerstown—rich in legend, Gnadenhutten, in history. Here's the bloodiest page in the history of our state, and we look out of the window eagerly for the marble shaft that commemorates the event. We wonder, too, if any one of these people standing here is a scion of the justly celebrated Heckwelder stock. At Scio we pass through a forest of derricks denoting the oil field—which calls the geologist to the fore. Oil, gas, carboniferous age! Wonder how it did all come

to pass. Wonder, too, if "Cadiz" does mean "riches" or "treasure" in the original. Wonder if it is derived from Latin *gaza*. If so the settlers here must have been inspired with prophetic vision, for there is no town in Ohio, we are told, of equal size that has so many banks "in good and regular standing." Mingo, and more history! We would fain look for the footprints of George Washington upon the river bank, and restore, for the moment, the scenes that met his gaze when he tarried here for a few days. Looking across the river, we can almost restore the busy, shifting scenes, incident to the "whiskey insurrection," that notable uprising whose suppression proved, for the first time, that the constitution had provided a government. Then we want to read "The Latimers" again, and, if possible, call upon the gifted author at Steubenville. But we call on Superintendent Mertz first, and find him so well versed in the history of this section, and withal, so entertaining, that we tarry to hear him recount the daring, stirring exploits of those bold scouts, Wetsel and Maxwell. While regretting our failure to see that choice spirit, Matlack, and see the "Stanton" school, over which he presides with so much dignity and grace, and our inability to have longer converse with Principal W. H. Maurer, and learn more of the expeditions in geography and history that he is planning for the

high school people, the brakeman called "Yellow Creek," and if a band of Indian warriors in paint and feathers had appeared the scene would have harmonized with the readings in history.

Then East Liverpool with its great potteries, renowned the world over, transforming the rocks of ages far behind us into the most

delicate wares for our use and pleasure. Here, too, are many evidences of the Glacial epoch. But more of this anon.

Moral: Let us so train the pupils in our schools in the affairs of our state that they may know what to look for when they go away from home.

O. T. R. C. DEPARTMENT.

HINSDALE'S TEACHING THE LANGUAGE ARTS.

Quotations on Teaching English.

By Charles Hauptert.

[CONCLUDED.]

"Correctness is now the note of English prose style."

"Principles do not supersede methods; facts, rules; theory, practice; science, art: but principles, facts, theory and science must, in the long run, govern and control all practical applications."

"It is imitation that transforms the infant's instinctive utterance into language."

"The study of the vernacular is, and always must be, the supreme object in the education of a human being, the center around which all other educational agencies ought to arrange themselves in due subordination."—*S. S. Laurie.*

"The vernacular is the beginning and the end of a liberal education."

—*Dr. J. G. Schurman.*

"To cultivate expression is to cultivate mind."

"The boy was right who gave as a reason for drawling his words, 'Mother draws hern.'"

"A man's language is a measure of the company he has kept, as well as of himself."

"The normal child who is accustomed to good English and nothing else, uses good English."

"I hold in my memory bits of poetry learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty."

—*C. W. Eliot.*

"A verse may find him who a sermon flies."—*George Herbert.*

"You send your boy to the

school-master, but it is the school-boys who educate him."—*Emerson*.

"Children are not to be taught by rules which shall always be slipping out of their memories."—*John Locke*.

"As the pupil ascends the grades, less stress should be laid upon concrete facts and ideas, and more upon abstract facts and ideas."

"Nothing is more destructive of good habits in the pupil than the continuous flow of the teacher's talk, no matter how good the talk may be."

"Constant care must be taken to develop literary taste, and this can be done only through constant contact with good reading matter."

"All that a university or final highest school can do for us is still what the first school began doing—teach us to *read*. * * * The true university of these days is a collection of books."—*Carlyle*.

"Imperfect as they are, books are the best expression of the minds that produced them."

"The original and proper sources of knowledge are not books but life, experience, personal thinking, feeling and acting."

"The reading lesson is the common ground on which the true mind of master and pupil meet."—*Committee of ten*.

"Few mental qualities in the teacher are more valuable than the sense of perspective."

"If they really love the poetry

and find it pleasant to their souls, I'll risk the rest."—*Hudson*.

"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."—*Bacon*.

"English grammar may be defined as a description of those usages of the English language which are now approved by the best writers and speakers."—*Whitney*.

"I have strongly recommended the constant use of good literature as a *catharsis* in English."

"Rules must always for the most part be negatives."—*Minto*.

"The average boy does more for his education by observation and reading than the schoolmaster is able to do for him."—*W. D. Howells*.

"It is therefore much more a matter of importance to get the right kind of book than to get a living teacher."—*W. T. Harris*.

"Every language must be learned by *use* rather than by rules."

"The vernacular first, then Latin."—*Comenius*.

"The power to understand rightly and to use critically the mother tongue is the consummate flower of all education."—*C. W. Eliot*.

"Language lies at the root of all mental cultivation."—*Dr. Mommesen*.

"The structure of every sentence is a lesson in logic."—*J. S. Mill*.

"Conference makes a ready man;

writing, an exact man; reading, a full man."—*Bacon*.

"The reader is pre-eminently the character-making and taste-making book. It is the queen book of the elementary school."

"The influence of a few great models, thoroughly read, is a hundred fold greater than that of all the grammars, dictionaries, rhetorics, and language books ever written."

"Their speech was noble because they lunched with Plutarch and supped with Plato."—*Lowell*.

"Teach the children how to read, and what to read, and give them a love for reading."

"Poetry is one of the most efficient means of education of the moral sentiment as well as of the intelligence. It is the source of the best culture."—*Prof. Norton*.

RAMBLING NOTES.—No. 2.

By J. J. Burns.

One of the "books that helped me" a good many years ago was Tyndal's *Heat as a Mode of Motion*, and the substratum it left somewhere in my mental system suffers a molecular stirring as I read Mr. McCuller's interesting article on Hot Ice. I look for some "reader" to answer, in the *Monthly*, the author's eight questions, and according to the specifications. I am fairly "up" on the first six; in doubt as to the significance of the seventh, and forget where absolute zero is located—assuming that to be the meaning of the final query.

I have been asked to be something more explicit with a little problem which I recently ventured to state in this department. Suppose the axis of the earth were vertical to the plane of the planet's orbit. You, the observer, are at the north pole, and it's morning all the time, likewise evening, the sun continually peering over the horizon. You start for Columbus, Ohio, and now you have day and night, and the sun crosses the meridian of Columbus higher and higher every day, till at length you are fifty degrees from the pole and the sun is at noon fifty degrees above the southern horizon. Suppose, again, at this instant the earth indulges in a partial rotation, bringing the north pole down twenty-three and one-half degrees nearer the plane of its orbit, and toward the sun. Your horizon to the south is depressed twenty-three and one-half degrees, and the sun is now seventy-three and one-half degrees high. Six months thereafter, that inclination, if fixed in direction in space, is away from the sun, and the amount of it in degrees must be subtracted from the fifty named above. Hence the greatest height of the sun at noon is the sum of the observer's distance from the pole and the planet's axial inclination; the least height, the difference of these two quantities. Say that we, in the next stage of our existence, have "a local habitation and a name" on another planet. Its

name is K. Our highest noon sun is 68 degrees; our lowest is 48 degrees. Plainly we are in latitude 32 degrees, and K's axis inclines 10 degrees toward the plane of its orbit.

MARCH 9.

In '99 I saw my first robin on March 1st. This morning, March 9th, my number one gave a startled cry from the top of a hickory, three lots away. He was perched away above what seems a mere rag without color or history; but no, it is the stark ghost of the flag of Cuba Libre! How vain are all things here below!

A ride into the unpaved districts the 16th of last month gave me sight of a flock of crows. They do not go so far away as the robins, sometimes leave a lonesome fellow here and there.

MARCH 10.

The big snow of the season still lies deep here though evidently it has been melting in the counties farther up the Auglaize valley, an inference from the booming river. The ice went down this morning, gorged at the head of an island below, and gave us the promise of a young deluge. This afternoon it let go and passed on down toward the lake.

The notes of several song-sparrows, "sweet and low," as if the jolly musicians are scarcely ready for the spring opening yet, re-

warded my early morning walk to the river bank.

Sir Henry Irving congratulated the citizens of Chicago over their "great public institutions, great buildings and great weather." This remark pales its ineffectual significance before the recollections of that weather. I tell you that which you yourselves do know, if you attended the recent department meeting of the N. E. A. But about this meeting the Monthly will hear from its head and front. Mr. Irving might have inserted "great shows" in his table of magnitudes,—at least there was no crush at the evening lectures before the "department."

AN EXHORTATION.

The time is at hand when the secretary may with reason expect to hear from his colleagues in the counties. During the long term from September to April he must walk by faith and live in hope as the county secretaries, with a very few rare and radiant exceptions do not report in the fall, upon the organization of the local circles, number of members and other points of interest. In the December Monthly I put this case before the secretaries who read this journal, and asked for the kindly aid of boards of examiners. To do the work we would plan for the future, it is necessary that the annual income of the board of control should increase, and there would be ample if

each teacher who reads the course and each applicant who buys some of the books under the timely prompting of the examiners, would deal fairly, enroll as a member and pay in his quarter.

To the tune of "The Absent-Minded Beggar" let us sing:

When you've said "Go, raise the standard,"

When you've prayed, "May good things be,"

When you seat yourself to do the stated reading,

Will you kindly drop the shilling in our little treasure

And aid a cause that now to you is pleading?

HELPS, HINTS AND SUGGESTIONS.

AN EASTER FLOWER GIFT

O dearest bloom the seasons know,
Flowers of the Resurrection blow,
Our hope and faith restore;
And through the bitterness of death
And loss and sorrow, breathe a
breath

Of life forever more!

The thought of Love Immortal
blends

With fond remembrances of friends;

In you, O sacred flowers,
By human love made doubly sweet,
The heavenly and the earthly meet,
The heart of Christ and ours!

—Whittier.

APRIL.

The fact most prominent in the mind of a boy as the first of April approaches is that he will make an "April fool" of some one. This is a very old custom and seems to be universal throughout Europe.

The origin of this old custom is not definitely known but it is thought that it may be a relic of some old heathen custom. The favorite mode of making an April fool is usually to send the person on some fruitless errand. Because of this some writers say that perhaps it is a travesty of the sending hither and thither of the Savior from Annas to Caiaphas and from Pilate to Herod. In Britain as in America the person fooled is called an April fool; in Scotland a gowk, and in France *un poisson d'Avril* (an April fish.) The origin of April is unknown. The Romans gave it the name of *Aprilis*, from *aperire*, to open, because it was the season when the buds began to open; by the Anglo-Saxons it was called Ooster, or Easter-month; and by the Dutch, Grass-month.

SOME PLANS FOR OPENING EXERCISES.—No. 1.

By Margaret W. Sutherland.

A school which has no special exercises for its opening of each new day loses a valuable opportunity for æsthetic and moral culture. Even the perfunctory reading of the Scriptures is more helpful than the immediate starting at arithmetic or grammar. The seed sown by the mind sometimes falls on fertile soil. But where the school authorities encourage or, it may be, simply permit religious exercises for the opening of school, the Scripture should be selected with thought as to the special needs of the school at the time. This reading may follow a hymn selected not merely for its religious spirit but for beauty of words and genuine melody of music to which they are set. If after the reading there is prayer, it should be the Lord's prayer offered by the school in concert or a short appropriate prayer made by the teacher in which he by care keeps from the frequent repetition of any expression and avoids anything that carelessly disposed pupils could ridicule. I have known pupils in the advanced classes of ungraded schools and of high schools to be afforded much opportunity for jest by the prayers made at opening exercises by their teachers. I do not defend the jesting, nor do I defend the teachers who give occasion for it.

However, even when these re-

ligious exercises are well conducted, I believe it best that there should be an occasional variety in them. The world will be made better if we train our pupils to look for the moral, the spiritual in all literature and life. Therefore I shall give several outlines, not necessarily to be followed just as given but to be adapted to age and surroundings of pupils.

No. 1.—By Looking and Doing We Become.

Let the teacher read to the class on several successive mornings, Hawthorne's *Story of the Great Stone Face* and then ask the pupils what it teaches. If the pupils are not sufficiently advanced for this plan, let the teacher tell the story in a simple way. Afterwards call on one or two pupils to reproduce the story orally. At the same time have the following quotations on the blackboard and gradually have them all learned :

For thou art not flesh and hair
but a will ; if thou keep this beautiful,
then wilt thou be beautiful.—
Epictetus.

"Do you wish for a kindness? Be kind.

Do you wish for a truth? Be true.
What you give of yourself you find—

Your world is a reflex of you.

"Let your speech be as pleasant
As a bird that sings.
Better far be silent
Than say bitter things :

"For every evil under the sun,
There is a remedy or there is none.
If there is one, try to find it;
If there is none, never mind it."

Ye shall know them by their fruits. Do men gather grapes of thorns, or figs of thistles?

Even so every good tree bringeth forth good fruit; but a corrupt tree bringeth forth evil fruit.

A good tree cannot bring forth evil fruit, neither can a corrupt tree bring forth good fruit.—The Bible.

ARBOR DAY PROCLAMATION.

On the 11th day of April, 1882, the general assembly of Ohio by joint resolution, authorized the governor of Ohio to issue a proclamation annually, setting apart a day in April for the planting of forest trees, and recommend that the day be devoted to that purpose. Therefore, I, George K. Nash, Governor of Ohio, do hereby designate Friday, the 20th day of April, 1900, as Arbor Day, and recommend that this day be observed by the people, children and adults, in the planting of forest trees. In this way our homes and their surroundings may be made more attractive, the lands occupied by schools, colleges and other educational institutions can be rendered more pleasant, and the parks in our towns and cities more inviting. I earnestly ask the people of Ohio to devote one day to this pleasant task. In testimony whereof I have hereunto sub-

scribed my name, and caused to be affixed the Great Seal of the State, at Columbus, this the 19th day of March, in the year of our Lord one thousand nine hundred, and the one hundred and twenty-fourth year of the Independence of the United States of America.

By the Governor:

GEORGE K. NASH.

CHARLES KINNEY,

Secretary of State.

A PRACTICAL LESSON IN RHYTHM.

By J. J. Burns.

In studying this very important subject an occasional exercise like the following, is of worth. After mastering the meter of such poems as *Thanatopsis*, or *Thompson's The Snow-storm* found in the fifth reader, select a paragraph of good prose, and making such changes as are needed, imitate the rhythm of the poetry. The prose for this lesson is the beginning of *A Pen Picture* by William Black in the same fifth reader:

By Lavender had Sheila been transformed,
In the half hour of their stroll, to a heroine;
And as they sat at dinner on this eve
He clothed her in the garments of romance.
Her father with heavy brow and great gray beard,
Became the King of Thule, living in
This solitary house, looking o'er the sea.

His daughter, the Princess, had the
glamour
Of a thousand legends dwelling in
her eyes;
And when she walked by the At-
lantic shore,
Now growing yellow under the
western sun,
In the wonder of her face strange
thoughts appeared.

At the late examination chorus
by our State Board the parting
song, as the matter was given us in
the MONTHLY, was to be a doing
into English of a passage of Virgil,
beginning:

*Hinc ferro accingor rursus clypeo-
que sinistram*

and I was wondering what penalty
would fall upon the aspirant should
he dare:

Then with my sword I was girt, to
my shield my left hand nicely
fitting,

Out of my doors I was bearing my-
self; when lo in the threshold,
Fondly embracing my feet, Creusa,
my wife, clinging to me,
To his fond father, the mother pre-
sented her little Iulus:
"If about to die, thou goest, at
least take us with thee!
If, having tried, thou findest hope
in arms now retaken,
Guard first this thy home. To
whom is the little Iulus
Left, and thy father, and she, thine
own in the bond of our wed-
lock?"
Crying aloud such words, with her
groans all the house she was
filling,
When unexpected and strange to
tell a wonderful portent.
For, in the midst of the hands, and
in sight of his sorrowing pa-
rents.
Look! a light tongue of flame from
the top of the head of Iulus
Seen was to pour its light, and to
flicker over his soft hair
All unhurt by the touch, and about
his temples was feeding.



THE OHIO EDUCATIONAL MONTHLY.

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MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.

American Journal of Education.....St. Louis, Mo.
Art Education.....New York, N. Y.
Canadian Teacher.....Toronto, Ca.
Colorado School Journal.....Denver, Col.
Educational News.....Newark, Del.
Florida School Exponent.....Jacksonville, Fla.
Indiana School Journal.....Indianapolis, Ind.
Interstate Review.....Danville, Ill.

POSTOFFICE.

Kindergarten News.....Springfield, Mass.
Michigan School Moderator.....Lansing, Mich.
Midland Schools.....Des Moines, Ia.
Missouri School Journal.....Jefferson City, Mo.
Northwestern Journal of Education.....
.....Lincoln, Neb.
Ohio Educational Monthly.....Columbus, Ohio.
Pennsylvania School Journal.....Lancaster, Pa.
Popular Educator.....Boston, Mass.
Primary Education.....Boston, Mass.
School Bulletin.....Syracuse, N. Y.
School Education.....Minneapolis, Minn.
School Journal.....New York, N. Y.
School and Home Education.....Bloomington, Ill.
School News and Practical Educator.....
.....Taylorville, Ill.
Southern Educational Journal.....Atlanta, Ga.
Southern Schools.....Lexington, Ky.
Teachers' Institute.....New York, N. Y.
Teachers' World.....New York, N. Y.
Texas School Journal.....Austin, Tex.
Western School Journal.....Topeka, Kan.
Wisconsin Journal of Education.....Madison, Wis.
Western Teacher.....Milwaukee, Wis.

THE next State Examination will be held in Columbus, Ohio, Tuesday, Wednesday, and Thursday, June 19, 20, 21, 1900. All communications regarding it should be addressed to W. W. Boyd, Painesville, O.

STATE Association, Put-in-Bay, June 26, 27, and 28.

NATIONAL Educational Association, Charleston, S. C., July 7-13, National Council, meeting, July 7 and 9, and the regular sessions of the general association being held July 10-13.

OUR readers will note that we devote a few pages this month to "Art in the Public Schools," and we feel certain that all will be glad to learn that each month hereafter some suggestions bearing upon this

important work will appear. We hope in this manner to keep our readers in touch with what is actually being done in different sections of the state along this line. Miss Carrie O. Shoemaker, Principal Hubbard Avenue School, Columbus, and chairman sub-committee on Education—Art in Public Schools—, Ohio Federation of Women's Clubs, has charge of this work, and will gladly receive *brief* accounts of what is being done in any of the schools of the state. All communications bearing upon the matter should be addressed to Miss Shoemaker as above indicated.

VOLUME VIII, No. 3, of the Ohio Archæological and Historical Quarterly is a valuable number, containing much interesting information and several carefully prepared maps. In this volume will also be found the fifteenth annual report of the secretary which includes a brief history of the work already done by the society and many valuable suggestions as to what ought to be done in the future. All teachers and other friends who are interested in this important work, should address the Secretary of the Society, E. O. Randall, Columbus, Ohio.

THE Chicago meeting was a success from the standpoint of either attendance or program. President Downing is an excellent presiding

officer, and the session meetings moved right along on schedule time. No one regretted more than he the absence of several speakers, but certainly no fair-minded person would attempt to criticise a presiding officer because some of the speakers announced by him were so unfortunate as to be ill while the meeting was in progress. We congratulate Mr. Downing upon the success of his great meeting. In this issue will be found an interesting account of this meeting written by an Ohio superintendent who kindly came to the aid of the editor whose writing arm was very much disabled at the time. We regret very much that we are not permitted to give the name of this friend to whom we are so much indebted.

THE following interesting statistics are taken from the report of the United States commissioner of education for the year 1897-98.

Total enrollment in all schools and colleges both public and private, 16,687,643.

Estimated population for 1898, 72,737,100.

Estimated number of children, five to eighteen years of age, in 1898, boys, 10,831,573; girls, 10,626,721; total, 24,458,294.

Number of pupils enrolled in the common schools in 1870-71, 7,561,582; in 1897-8, 15,038,636.

Per cent of the school population (*i. e.*, children five to eighteen

years of age) enrolled in the common schools for 1870-71, 61.45; for 1897-98, 70.08.

Average daily attendance for 1870-71, 4,545,317; for 1897-98, 10,286,092.

Average number of days schools were kept open during the year for 1870-71, 132.1; for 1897-98, 143.1.

Aggregate number of days' schooling given in 1897-98, 1,471,435,367.

Whole number of different teachers employed, male, 131,750; female, 274,443; total, 409,193.

Percentage of male teachers in 1870-71, 41; in 1879-80, 42.8; in 1889-90, 34.5; in 1897-98, 32.2.

Average monthly salaries of teachers, male, \$45.16; female, \$38.74.

Number of school buildings, 242,390.

Estimated value of school property, \$492,703,781.

Receipts for school purposes, income of permanent school funds and rent of school lands, \$9,213,323; state taxes, \$35,600,643; local taxes, \$134,104,053; other sources, state and local, \$20,399,578; total, \$199,317,597.

Expenditures—buildings, furniture, libraries and apparatus, \$32,814,532; teachers' and superintendents' salaries, \$123,809,412; all other purposes, \$37,396,526; total, \$194,020,470.

Expended per capita of popula-

tion—in 1870-71,—\$1.75; in 1897-98,—\$2.67.

Average yearly expenditure per pupil, \$18.86; average daily expenditure per pupil, 13.2 cents.

IN many respects, by far the most important election held in the state is the school board election, but in too many instances it is either passed over without much concern, or carried on in the interest of a few persons who have some political ambition to gratify or some personal grudge to satisfy. We believe, however, that each year finds a larger number of persons who take a part in this important election solely because of their interest in the welfare of the schools, and it should never be forgotten that it is to the *people* that we must look for any and all needed reforms. Each community in the state has its full share, no doubt, of spasmodic reformers who are ever ready to correct existing evils by favoring some new law which will, in their judgment, make the schools good in spite of the educational sentiment or lack of educational sentiment which may exist in the community. As a rule such individuals, however good their intentions may be, hinder rather than help true reform. Their confidence in law is such as to lead them to believe that laws once enacted will enforce themselves, and as a result their efforts for reform cease as

soon as their pet schemes are enacted into law. If the time and energy consumed by such people in their attempt to secure reform by legislation, were used in helping to nominate and elect good members for the board of education, their labors would produce much better results. In this connection it may not be amiss to suggest that in the teaching of civil government in our schools, emphasis should be placed upon the importance of elections at which members of school boards, town councils, township trustees, etc., are selected. While these elections are of minor importance from one standpoint, from the standpoint of good schools, and good local government they are all important, and the boys and girls who learn while in school that such elections should command the interest of all good citizens, are better prepared for the exercise of citizenship than those who have been taught all the intricacies of the workings of the electoral college at the cost of a neglect of much more important things.

IN an address made at a citizens' meeting held in Chicago the evening before the opening of the Department of Superintendence, President Eliot made the following statements:

"There must be 250,000 children in the province of Chicago. There ought to be at least 50,000 teachers dealing with those children. Now,

I know, of course, that there are not so many, but one teacher to about five children would be about right."

It seems strange, indeed, that a man of President Eliot's standing as a leader in education should propose such an unreasonable, impossible, and undesirable plan for the organization of schools as the one just quoted, and stranger still that the intelligent audience to which the remarks were addressed should show their approval by hearty applause. It is unfortunate that such radical suggestions should be made by any one, as investigation will always prove their impracticability, and, as a result, confidence in the person making them, is so shaken as to lead the public to have no faith in the wisdom of those who are considered educational leaders even when possible and desirable reforms are recommended by them. We hear much at the present time of the necessity of turning over the management of the public schools to educational experts, but we fear that such recommendations as the one made by President Eliot, will make the people very cautious in taking action which will tend in that direction. The overcrowded condition of many schools warrants a most careful consideration of the best methods of overcoming the evil, and reducing the number to a reasonable limit, but every one who has had any experience in teaching,

knows that a system of schools organized on a basis of five pupils to a teacher is neither possible nor desirable. While too many pupils to a teacher necessarily leads to a neglect of the individual and therefore to inferior work, on the other hand too few pupils to a teacher would just as certainly work harmful results because of a lack of interest and enthusiasm on the part of both pupils and teacher. This principle is recognized in the Report of the Committee of Twelve on Rural Schools which has been endorsed and commended by educators everywhere. In this report considerable space is given to a discussion of a consolidation of rural schools, and in many of the states of the Union, including Ohio, this plan is considered to be the most practical one yet offered for the solution of the rural school problem in those sections where the school attendance is so small as to make good schools almost impossible. The following sentence taken from this Report shows most conclusively the opinion of the Committee relative to very small schools:

"When we consider the various elements that enter into a good education and especially training for social activities, it is not too much to say that a very small school is almost necessarily a very poor school."

No argument is necessary to con-

vince our readers that a very small school, such as President Eliot proposes, of five pupils, is not desirable from the standpoint of either the welfare of the children, or the success of the teacher.

Even if such schools were desirable from an educational point of view, financially considered they would be so expensive as to make them practically impossible. A little investigation along this line will make this plain to any one so far as his own district, township, village, town, or city is concerned. In Ohio there are over 600,000 pupils in actual daily attendance in the public schools. The plan proposed by President Eliot would necessitate at least 120,000 teachers. On the basis of eight months' school for each pupil, and \$40 per month for each teacher, the cost of teachers alone for one year would amount to nearly \$40,000,000. These 600,000 pupils are now housed in about 20,000 school rooms worth at least \$45,000,000. Under the plan of five pupils to a teacher, at least 120,000 school rooms would be required, and the cost of school property would be increased correspondingly.

In the city of Columbus, for example, there is an average daily attendance for the year of about 15,000. With five pupils to a teacher, 3,000 teachers would be required. On the basis of nine months' school, which is short of the aver-

age term for cities, and an average of \$70.00 per month for teachers which is considerably lower than the usual amount paid in cities, the schools of our capital city would cost for teachers alone, each year, nearly \$2,000,000. These illustrations will make plain to any one the folly, from a financial standpoint, of attempting to carry into execution the plan proposed by President Eliot and so loudly applauded by his audience.

It is an easy thing to say something startling, but it is a far more difficult task to deal in a practical manner with some of the really practical problems which are pressing for solution.

THE CHARLESTON MEETING.

Official Bulletin, No. 2 of the Executive Committee of the N. E. A. has not been issued at as early a date as had been intended because of the extra work necessary to be done by the rate clerks in determining railroad rates from the different points to Charleston, due to the fact that the special arrangements made by the committee for this meeting bring up for consideration new questions of adjustment never before raised in the East and South. We are glad to note, however, that this Bulletin will appear soon, and that all the arrangements are progressing in a very satisfactory manner. Teachers and their friends can prepare to attend this meeting with

the absolute assurance that good rates will be furnished not only for a delightful land trip through some of the most interesting and historical places in the United States, but also for pleasing excursions on the ocean at very low rates. Detailed information relative to these trips will be furnished, in the Bulletin just referred to.

The Charleston Hotel has been selected as N. E. A. headquarters, and Ohio teachers will be glad to know that Room 110, one of the choice rooms on the first floor of this hotel, has been secured for Ohio headquarters.

All the best homes in Charleston—homes so noted for their hospitality—will be open for the entertainment of those who attend the meeting, and we desire to emphasize with those who expect to go, the importance of securing entertainment at an early date. The following are the general officers of the Local Executive Committee at Charleston: W. H. Welch, Chairman; J. C. Hemphill, Vice-Chairman; James F. Redding, Treasurer, and W. K. Tate, Secretary. This committee is thoroughly organized, and the work in each department is being pushed in that vigorous manner which insures success. No pains will be spared to give the teachers of the country welcome and entertainment worthy of southern hospitality. We feel sure that Ohio will be there in large numbers.

THE CHICAGO MEETING.

The annual meeting of the department of superintendence of the National Educational Association was held in Chicago, Feb. 27, 28, and March 1. The superintendents who arrived in the city on Monday were surprised to learn that there was to be an educational mass-meeting in Central Music Hall that evening. This civic prelude to the meetings of the department was arranged for the purpose of enlightening the people of Chicago in the matters of school administration. Judging by the comments in the morning dailies, it would seem that the plan of the promoters had not miscarried.

The addresses of the evening were by Prof. Nicholas Murray Butler, President Benjamin Ide Wheeler, and President Eliot. The audience was composed of citizens, teachers, and members of the board of education. The general theme was "one-man power", with an occasional reference to school-board rings and boards of education. President Eliot's address was the event of the evening. He advocated that boards of education should be reduced in number to five or six members, and that the professional and the business functions of the school should be delegated to experts, each of whom should be responsible in his particular sphere. In closing, he said that from an experience of thirty years as president of Harvard, he is certain that "one-

man power" is not in any sense despotism.

The meetings of the department proper opened on Tuesday morning. The address of welcome in behalf of Mayor Harrison was given by Hon. Howard S. Taylor, and that in behalf of the board of education by Superintendent E. B. Andrews. A stenographic report of the latter would furnish interesting reading for those who were not so fortunate as to hear it. After a short response by President Downing, the subject, "The Status of Education at the Close of the Century," was treated in an interesting paper by Prof. Nicholas Murray Butler. This was discussed by President Eliot and United States Commissioner Harris.

The entire session of Monday forenoon was full of enthusiasm. When those who were on the regular program rose to speak, they were unable to proceed on account of the long-continued applause, and, in every case, an appeal to the Chairman was necessary to restore order. As was the case the previous evening, President Eliot's address seemed to be the feature of the session. The chief points which he touched upon were greater freedom in election of studies, importance of the discipline of hardship, and the necessity of a reduction of the number of pupils in charge of a teacher.

The afternoon session was devoted to the discussion of the topic,

"Two Opportunities for Improvement in the Administration of Graded School Systems." This was treated by State Superintendent L. D. Harvey of Wisconsin, and State Superintendent Alfred Bayliss of Illinois. The two points presented by the first speaker were the elimination of non-essentials, and the use of the examination as a factor in fixing the standard for promotion.

The report of the committee on place was then read. The committee recommended that the department hold its meetings in Chicago in 1901 and 1902. In the discussion of the report, State Superintendent Glenn of Georgia caused a sensation by proposing that Chicago members be prohibited from voting on the question, inasmuch as a rumor had been current that they were responsible for the recommendation of the committee, and in view of that fact, if they were permitted to vote, the wishes of the department would be frustrated.

Superintendent Gove of Denver replied that the committee was unanimous in its recommendation of place of meeting, and that the rumor just quoted was an insult to the committee and the Chicago members. After much amending and inserting, and tiresome quibbling over the original purposes of the department, it was decided to hold the meeting next year in Chicago.

"The Trail of the City Superintendent" was the subject of the first paper Wednesday morning. Superintendent Gove presented the theme in a scholarly way, and his witty thrusts at the innovations which had crept into school administration were thoroughly appreciated by the audience, nearly all of whom felt themselves the victims of the speaker's remarks. By the way, Superintendent Gove put himself on record as opposed to the doctrine and practice of "one-man power." The discussion was concluded by Superintendent Jordan in a short speech which was as sensible and as helpful as any of the entire convention.

Superintendent C. E. Gorton of Yonkers then read a paper, "The School Superintendent in Small Cities." He advocated that the choice of teachers and of textbooks, and the preparation of the course of study should be a part of the exclusive business of the superintendent.

The largest audience of the week was gathered Wednesday afternoon to hear Professor W. O. Atwater of Wesleyan University, on "Alcoholic Physiology and Superintendence." If any one went to the meeting expecting to hear the evils of alcoholic excess condoned, he was mistaken. On the contrary, the audience was treated to a scientific lecture in behalf of the temperance cause, and an arraignment of the present methods of presenting

the subject in the text-books in use. The essence of Professor Atwater's "heresy," for which he has been reviled in public print, is that alcohol in moderate quantities is not always harmful and may be sometimes beneficial.

Superintendent Dutton of Brookline, Mass., followed with a paper criticising temperance legislation, especially that in his own state. His summing up of the matter was that many of the temperance people of Massachusetts are opposed to the recent change in the temperance statutes, that the authors of the so-called "scientific" temperance physiologies do not believe all which they themselves have put into their books, and that it is a question whether teachers are not justifiable in evading the requirements of a law which entails greater evils than those which it seeks to eradicate. Superintendent R. G. Boone of Cincinnati deprecated the idea of attempting to make erroneous statements in any department of thought the basis of ethical uplifting.

In the general discussion that followed, Superintendent Carroll of Worcester denounced the methods by which the friends of the temperance cause had secured the recent legislation in Massachusetts. It was plainly seen that the speaker was strongly opposed to the steps that had been taken. Mr. Kiehle, of Minnesota, and Mr. Sabin, of

Iowa, two of the old guard, spoke in favor of the good that had been accomplished through temperance legislation, the latter speaker especially eulogizing the efforts of the W. C. T. U. in that direction. Col. Parker gave a rousing ten-minute speech. While it is difficult to see the connection between some of the things that he said and the discussion at hand, yet the Colonel stirred up much enthusiasm by his utterances. After a few remarks by Superintendent Pearse of Omaha, in which he sought to show that there was no antagonism to temperance teaching among the members of the department, the convention voted a return to the discussion Thursday morning.

At the opening of the discussion Thursday morning, Mrs. Hunt, the official head of the W. C. T. U., was given the privilege of answering the criticisms that had been directed against the methods of that organization. Her address was excellent, but she seemed to suffer from the disadvantage to which she had been put by Professor Atwater, in that by his conservatism and fairness, he had disarmed his critics. Mrs. Bolte spoke on the question from the mother's standpoint. She was scathing in her denunciation of the common practice of trying to teach children temperance by exhibiting to them the most hideous forms of intemperance.

Professor Atwater was then

given the opportunity of closing the discussion, and a resolution was passed that a committee of seven be appointed to report upon the teaching of physiology in the schools, especially that portion of the subject relating to the effects of alcohol. The following named persons constitute the committee: Albert G. Lane, assistant superintendent, Chicago; Supt. E. P. Seaver, Boston; O. T. Corson, president N. E. A.; Supt. J. Van Sickel, Denver; President E. O. Lyte, state normal school, Millerville, Pa.; President Edwin A. Alderman, University of North Carolina; Supt. Louis Soldan, St. Louis.

"How a Superintendent May Improve the Efficiency of His Teachers," was the topic of papers by President Cook of De Kalb, Ill., and Professor A. S. Whitney, University of Michigan. These, and the discussion of "The Superintendent as an Organizer and an Executive," by Superintendent Denfeld, of Duluth, and Superintendent Mark of Louisville closed the program of Thursday afternoon. The following officers were elected for 1901: President, L. D. Harvey, Wisconsin; first vice president, A. K. Whitcomb, Lowell, Mass.; second vice president, W. F. Slaton, Atlanta, Georgia; secretary, F. B. Cooper, Salt Lake City.

The evening meetings were held in Central Music Hall and were well attended, especially by the

Chicago teachers. The address Tuesday evening, "The Right Use of Speech in a Democracy," by Walter H. Page, was quite an attraction owing to the literary standing of the speaker. Mr. Page advocates the idea that great writers acquire their power and skill chiefly by practice.

President Alderman of the University of North Carolina spoke Wednesday evening on "The Obligations and Opportunities of Scholarship," and the meetings were formally closed Thursday evening by the address of President Wheeler of the University of California on "The Place of Secondary Schools."

The meeting was quite up to the standard, despite the fact that thirty-five per cent of those whose names were on the program failed to appear. President Downing prepared an excellent program, and his manner of conducting the meeting would be hard to improve. Such promptness and decision are rather unusually severe discipline for the department of superintendence.

Chicago itself was very satisfactory. The Auditorium Hotel furnished ideal headquarters. The people were as courteous as could be expected in such a bustling, overgrown city. The opportunity of visiting good schools was all that could be desired. Receptions were tendered by the Woman's

Club and by the Board of Education. The latter, held in the Art Institute, was quite an elaborate affair. The one matter of disappointment was the character of the local press reports of the meeting. These could scarcely have been more meager and unsatisfactory than they were. In this respect, at least, the Chicago meeting was a record breaker. The following members were present from Ohio: Commissioner L. D. Bonebrake, ex-Commissioner O. T. Corson; C. W. Bennett, Piqua; R. G. Boone, Cincinnati; W. P. Burris, Salem; W. W. Chalmers, Toledo; E. B. Cox, Xenia; W. N. Hailman, Dayton; L. H. Jones, Cleveland; E. D. Lyon, Mansfield; G. C. Maurer, New Philadelphia; W. McK. Vance, Urbana; J. V. McMillan, Canal Dover; M. F. Andrew, Cincinnati; W. W. Boyd, Painesville; C. L. Cronebaugh, Cambridge; F. B. Dyer, Madisonville; S. T. Dial, Lockland; W. C. Fulton, Clyde; O. P. Vorhees, Cincinnati; J. A. Shawan, Columbus; R. E. Rayman, East Liverpool; J. P. Sharkey, Van Wert; J. W. Schwartz, Tippecanoe City; E. M. VanCleve, Greenville; C. L. VanCleve, Troy; A. J. Gantvoort, Cincinnati; Grace A. Green, Dayton; La Fayette Bloom, Cincinnati; E. W. Coy, Cincinnati; J. J. Maas, Cincinnati; F. E. Crane, Cincinnati; E. E. White, Columbus; W. I. Crane, Dayton; Virgil G. Curtis, Toledo.

EDUCATIONAL NEWS.

—We are glad to learn from "The Kilikilik," published by the literary societies of Heidelberg University, Tiffin, Ohio, that Supt. H. H. Frazir of New Washington has completed the full course of that institution, and passed all his examinations in an eminently satisfactory manner, entitling him to the degree of Bachelor of Arts. He has received his diploma, and will be registered as a member of the class of 1900. We heartily congratulate our good friend upon his well earned success. His example ought to encourage others to go and do likewise.

—Dr. E. S. Loomis of the Cleveland West High School is on the regular lecture course of College for Women, Western Reserve University. He has a number of carefully prepared lectures on "Fundamentals in Teaching Arithmetic", "Essentials in Teaching Algebra," etc.

—"The Empire of the South" is the title of an unusually attractive and interesting volume of nearly two hundred pages, published by the Southern Railway Company. Unlike many volumes of a similar character, it contains no advertising of any kind, and it has justly been accorded the credit of being the most comprehensive treatment of the manufacturing, commercial, and agricultural interests of the South yet

published. Our thanks are due W. A. Turk, G. P. A., Southern Railway Company, 1300 Pennsylvania Avenue, Washington, D. C., for a copy of this valuable book.

—J. L. Selby of the Greenville High School, has been appointed County Examiner for Darke County to succeed B. O. Martin, resigned.

—The Cincinnati Normal School, Mrs. C. A. Lathrop, principal, graduated a class of ninety-four, February 21.

—The Defiance County Teachers' Institute will be held this year at Defiance, commencing July 30 and continuing one week. Supt. R. W. Mitchell of Defiance and the executive committee are preparing to make this one of the best institutes of the county. Supt. C. L. Van Cleve, of Troy; Prof. Ed. M. Mills, of Defiance; and Miss Anna Logan of Cincinnati have been secured as instructors. The next quarterly institute will be held in April at a place yet to be determined.

—Notwithstanding the "blizzard", the teachers of Champaign County attended their association in large numbers, Feb. 24, some of them driving many miles through the terrible storm. At the forenoon session, Principal Trees of the Urbana High School talked on "Suggestions for Nature Study," illustrating his

work with a number of interesting and helpful experiments with home-made apparatus. In the afternoon, W. H. Meck of the Dayton High School read a carefully prepared paper on "Condensation and Enrichment of the Course of Study," and the editor made a talk. Good music for the two sessions was furnished by the pupils of the Urbana schools under the direction of Miss Mabel F. Mulliken.

—The Four County Teachers' Association held its fourth annual session at Mt. Gilead on February 17. Papers were presented by Supts. Wilson, Cardington; Warren, Shiloh; Powell, Marion; Frazier, New Washington; Miss John, Galion, and Miss Beer, Bucyrus.

The discussion of the topic "The Absence of the Boy in the High School" by Messrs. Powell and Frazier was very interesting. The causes were shown and remedies suggested. An interesting comparison was made between the proportion of boys in the village and rural high schools and those in the high schools of cities of the first and second class in the state. In the first case the boys number 47 per cent and in the second 40½ per cent. The reason advanced for this state of things was that in the first case, many boys want to teach and find the high school course an admirable preparation for this. In the second case, the boys in the high schools are only those prepar-

ing for college and the relatively small number who appreciate the value of an education.

During the afternoon session Prof. J. P. Gordy, of the Ohio State University, gave an address upon "The Professional Training of Teachers," which was well received.

Commissioner Bonebrake talked upon the normal school bill now before the legislature.

The reasons for the bill and the objections to it with their answers were ably presented.

The officers for the ensuing year are: Arthur Powell, Marion, President; H. H. Frazier, New Washington, Vice President; N. D. O. Wilson, Cardington, Secretary; Miss John, Galion, Treasurer. The executive committee consists of Supts. Lyon, Mansfield; Bliss, Bucyrus; Flickinger, Iberia. Marion is to be the next place of meeting.

Taken all in all the session was very successful and its success is in no small measure due to the exertion of the president, Superintendent Spear, of Mt. Gilead.

— Our thanks are due Supt. H. G. Carter of Casstown for a copy of his new Manual and Course of Study.

— All who desire to attend a summer school will do well to write Mount Union College, Alliance, Ohio, for a copy of their announcement recently issued. In addition to work offered in the academic, collegiate, normal, oratory, music,

fine art, and commercial departments, there are many special features, as primary methods, superintendents' course, teachers' forum, popular lectures, excursions, etc.

— The second Quarterly of the Marion county teachers' association convened at Marion, Ohio, March 10, 1900.

Miss Abigail Gast, of Marion, with a class of primary pupils, gave a very entertaining as well as instructive exercise in Primary Numbers.

Prof. Weaver of Prospect, in a very forcible manner gave a talk on "How to Teach History," emphasizing those events which mark our progress as a nation and the principles which prepare our youth for citizenship. The above subjects were discussed at length, followed by a number of Round Table Topics. It would be impossible to give any thing like a full description of the forenoon session.

In the afternoon about six hundred of the pupils of the Marion schools favored the association with a few vocal selections, which were well received. Superintendent Pepple of LaRue read an excellent paper on "Some Reforms in Education."

Prof. Schimp of Upper Sandusky delivered the principal address of the afternoon. He spoke on the subject, "Literature in the Public Schools."

Miss Gray read a most ex-

cellent paper on "Reading" which showed great care in its preparation. Round Table Topics were discussed by Supts. Powell, Weaver, Shimp, Pepple, Stoll, and others. The attendance was good and the meeting throughout was an enthusiastic and helpful one.

— Ohio Educational Monthly and "Ohio Teacher" both for one year for \$1.50. Cash must accompany each order.

— The Wayne and Stark Bi-County Teachers' Association will meet at Canton April 27-28. The address on Friday evening will be delivered by President W. O. Thompson of the O. S. U.

— The last session of the Fulton County Teachers' Association proved to be a very interesting one. J. E. Hutcheson talked on "Education as Related to Civic Prosperity;" Superintendent B. O. Martin of La Grange, discussed "Territorial Growth of the United States," and C. G. Miller and H. L. Bostater took up the subject of "Grammar" and "Civil Government."

— The North Central History Teachers' Association will hold its third regular meeting in Chicago on Friday and Saturday, April 13 and 14, 1900. The sessions will probably be held in Fullerton Hall in the Art Institute. The subject for discussion Friday afternoon is: How should work in civil government in schools be related to the

work in history? An informal reception will follow the discussion. Saturday morning's discussion will be upon the use of "sources." Prof. F. M. Fling, of the University of Nebraska, Principal Weber Cook, of the Saginaw, Michigan, High School, and probably Professor Dana C. Munro, of the University of Pennsylvania, will take part in the discussion. The secretary, Mr. Harry S. Vaile, Maywood, Ill., will be glad to furnish further information.

— Superintendent R. E. Rayman in his straight-forward, effective way, is winning laurels for himself and the schools at East Liverpool. He has eleven buildings and sixty teachers under his charge, and 170 pupils in the high schools. Once a week he meets a goodly contingent of his teachers and gives instruction in the fundamental branches. Besides, he is at the head of the lecture committee and is making the lecture course redound to the advantage of the school library. Last year they cleared \$400.00 and the outlook for this year is still better, although their talent costs them more than \$1,200.

— The Ohio Commercial and Special Teachers' Association will meet in Columbus May 4 and 5. An interesting program has been prepared and a large attendance is expected.

—The methods used in Vories's Business College at Indianapolis, Ind., are copyrighted and cannot be had in any other school. The school is now the second largest business school in the world, and there certainly must be merit in their methods.

—We are indebted to Principal E. L. Harris of the Central High School Cleveland for the following account of a very interesting meeting:

On the evening of January 26 the Alumni of the Central High School, of Cleveland, O., held their third Triennial Reunion. The first reunion was held in the spring of 1893, the second, which was the fiftieth anniversary of the founding of the school, was held in 1896.

The main hall was beautifully decorated with southern smilax, a bower of palms concealing an orchestra. The second floor of the building was decorated in bunting, in the colors of the school, and the Assembly Room on the third floor in the national colors. The Gymnasium was fitted up as a refreshment room.

The classes were assigned to the different rooms, which had been decorated by the pupils of the school; over each door was a card bearing the name of the classes. The classes from 1846 to 1855 attended in largest proportion; there was not so large a proportion from the classes which had been recently

graduated, as from the earlier ones. All of the living representatives of the first class that was publicly graduated—the class of 1855—met at the Reunion. The class originally numbered ten, five boys and five girls, there are now living four girls and one boy, the latter, Mr. Spencer, called by the class "our boy", came from Boston to meet his class-mates. The ladies of this class are Mrs. J. D. Rockefeller, and her sister, Miss Spelman, of New York City, Mrs. Moses Waterson and Mrs. Van Duzer of this city, the latter being the chairman of her class. All who attended the school before 1855 are counted Alumni; there was one gentleman present who entered the school on the day of its opening, July 1, 1846. There were also present the first Principal—later Superintendent of Schools—Andrew J. Freese, and E. E. White, of Columbus, formerly Principal.

On the day following the Reunion, Mr. Rockefeller, who was a member of the class of 1854, entertained at his home in the city all who have attended the school from 1846 to 1855. It would have given pleasure as well as inspiration to the younger Alumni to see the real delight and enthusiasm of the older Alumni, as they greeted each other by the names by which they had been known in their school-days, and talked over old times.

There have been thirty-five hundred pupils graduated from the Cen-

tral High School, not including those who completed their course before 1855. Each class has its Chairman, and once in three years all come together. The Alumni Association is now incorporated, and has in view the founding of college scholarships for worthy graduates of the school.

—The Passenger Department of the Ohio Central Lines has just issued a very attractive pamphlet descriptive of "Some Scenes and Industries" found along that scenic route. It is beautifully bound and illustrated, and would prove very helpful and suggestive in the schoolroom in teaching the geography of central and southeastern Ohio. It is suggested that teachers who desire a copy, should write Moulton Houck, G. P. A., O. C. Lines, Toledo, Ohio.

—The first commencement announcement of the season to reach us is that of Nimishillen township, Stark county, which is under the supervision of H. C. Koehler of Louisville. The program calls for two addresses, one by Hon. Lewis D. Bonebrake, and the other President A. B. Riker.

—The joint meetings of the Columbus city teachers' association, and the Franklin county teachers' association, are very popular with all who attend. On Saturday, March 17, excellent papers were presented by Miss Edith McGrew, and Miss Helen Millay of the Co-

lumbus schools followed by an admirable address by Dr. Emerson E. White on "The Art of Teaching."

—The subscription price of the "Educational Review" is \$3.00. Through a special arrangement made with the publishers, we are enabled to offer both the MONTHLY and the "Review" for \$3.75. Cash must accompany each order.

—The Board of Control of the O. T. R. C. will hold its regular annual meeting in Columbus, Saturday, May 12. At this meeting much important business will be transacted, and a course of reading for the coming year will be adopted.

—We are glad to hear that Supt. A. B. Wingate of Beach City is meeting with great success in his first year's work in that place. For several years past, there has been a school fight on hand which has made the position a difficult one to fill, but this year there is but one ticket for school board in the field, and the indications are that the war is over. We congratulate Supt. Wingate and his pupils and patrons upon the happy condition of affairs as they now exist.

—We are glad to note that the school officers in Mercer county have effected an organization for the better qualification of its members for the important duties that they have to perform. At their first meeting, several important educa-

tional questions were discussed, and all who attended were enthusiastic in their belief that much good would result from the organization.

—Teachers or their friends who are thinking of making a trip to Europe will do well to write V. C. Ward, 20 N. High Street, Columbus, Ohio. See his advertisement in this issue.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, Ohio:

"A Smaller History of Rome." By Sir William Smith, D. C. L., LL. D. New and thoroughly revised edition by A. H. J. Greenidge, M. A. Cloth, 12mo., 371 pages, with colored map, plans and illustrations. Price \$1.00.

"First Steps with American and British Authors." Revised and enlarged edition. By Albert F. Blaisdell. Cloth, 12mo, 442 pages. Price, 90 cents.

"A Manual of English History." By Edward M. Lancaster, Principal of the Gilbert Stuart School, Boston. Revised Edition, Cloth, 12mo, 334 pages, illustrated. Price, \$1.00.

"History of English Literature." By Reuben Post Halleck, M. A. (Yale). Cloth, 12mo, 499 pages, illustrated. Price \$1.25. This book will be certain to have a large sale among teachers, with whom Prof. Halleck is already a great favorite.

It is a concise and interesting textbook of the history and development of English literature from the earliest times to the present.

Scott's "Talisman." Edited with an introduction by Julia M. Dewey, late superintendent of schools, North Adams, Mass. Cloth, 12mo., 304 pages. Price 50 cents.

Scott's "Quentin Durward" Edited with an introduction by Mary Harriott Norris. Cloth, 12mo., 332 pages. Price 50 cents.

Dickens's "Tale of Two Cities." Edited for schools by Ella Boyce Kirk. (Eclectic School Readings.) Cloth, 12mo., 304 pages. Price 50 cents.

"Exercise in Mind-Training." By Catharine Aiken, author of "Methods of Mind-Training." Cloth, 12mo., 122 pages. Price, \$1.00.

"First Days In School." By Seth T. Stewart, Associate Superintendent of Schools, New York City, and Ida Coe, Brooklyn Primary schools. Cloth, 12mo., 92 pages, illustrated. Price 25 cents.

"Big People and Little People of Other Lands." By Edward R. Shaw, Dean of the School of Pedagogy, New York University. Cloth, 12mo., 128 pages, illustrated. Price 30 cents.

"The Baldwin Primer." By May Kirk. Cloth, 6½ in. x 7½ in., with colored illustrations. 128 pages. Price 30 cents.

"Songs of All Lands." By W. S. B. Mathews, author of "How to Understand Music" and "A Popular History of Music," editor of Music Magazine, and of many music text-books. Boards, quarto, 157 pages. Price 50 cents.

D. C. Heath & Co., Boston, Mass. "Kleider machen Leute." By Gottfried Keller. Edited with notes and vocabulary by Mr. M. B. Lambert. Price 35 cents.

Houghton, Mifflin & Co., Boston, Mass: "Michaelangelo." A collection of fifteen pictures and a portrait of the master with introduction and interpretation. By Estelle M. Hurl. One of the volumes of the celebrated Riverside Art Series.

Werner School Book Company, Chicago, Ill.

"Tarbell's Complete Geography." By Horace S. Tarbell, Supt. Schools, Providence, R. I. Price \$1.00.

The text, maps and illustrations are new, and especially prepared. It is complete in one volume, and pays especial attention to commercial, economic, historical, and political features.

In these exceptionally busy, history-making days, "The Review of Reviews" is more valuable than ever before. The March number discusses the Hay-Pauncefote Treaty,

the Puerto Rican Tariff, the Philippine situation, and many other equally interesting and important questions in a fair, scholarly manner. In the April number the methods of industrial training pursued at Hampton Institute, in Virginia, are described by Albert Shaw, whose text is illustrated from a series of forty photographs recently taken by Miss Frances Johnston, of Washington.

Of the many valuable articles which appear in the April "Atlantic Monthly," we call attention to the following as being of special interest to teachers: "An Acadian Easter," "The Perplexities of a College President," "The Childhood of Louis XIII." and "Recollections of Ruskin."

"All Through Gravitation," "When You Hear the Robin Call," "Mr. Snail's Downfall," "Jovy and the Chipmunk," "Dining-room Hook and Ladder Co." and "Punch and Judy; an April Joke," are a few of the many things interesting in "St. Nicholas" for April.

"The Elementary School Record," the first of a series of nine monographs to be published by the Chicago University Elementary School, contains an article on "Principles of Education Applied to Art," and school reports relating to the work done in the University Elementary School. Prof.

John Dewey is editor, and Laura L. Runyon, managing editor. Subscription price of the series is \$1.25; single number, 15c.

One of the special features for the Easter number of the "Ladies' Home Journal" is Rudyard Kipling's *New Animal Stories*.

"The New Financial Law," "The Puerto Rican Relief Bill," "The Hay-Pauncefote Treaty," and "Literature as a Profession," are a few of the many live topics discussed in "The Forum" for April.

"The Arena" for April devotes considerable space to the question of "Expansion—Past and Prospective," publishing two articles on the subject by Hon. H. D. Money, and J. M. Scanland.

The April "Century" is rich in pictorial illustration, its special art

features including a frontispiece engraved by Cole, a full-page plate of H. O. Tanner's painting, "The Annunciation;" Castaig's Paris pictures and Du Mond's decorative treatment of "The Groves of Pan," a poem by Clarence Urmy. From the "Talks with Napoleon," in this number, it appears that the Emperor was so fully resolved to make his home in America, in the event of defeat at Waterloo, that he had bills drawn upon this country for whatever sums he chose to take. He told Dr. O'Meara that he had "spent sixteen millions of ready money," of his own, before the battle. "I have probably as much money as I shall ever want," he said at St. Helena, "but I do not know exactly where it is." "Fashionable Paris" is brought vividly before the reader by Richard Whiteing's pen and Castaigne's pencil.

THE OHIO EDUCATIONAL MONTHLY

MAY • 1900 •

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The price is \$1.25 per copy, postage prepaid. Special terms for introduction and exchange are quoted on application, and correspondence from teachers of Second Year Latin is cordially invited.

AMERICAN BOOK COMPANY,

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No. 5.

SOME NOTES OF AN OHIO STUDENT ABROAD.

BY R. C. SUPER.

Having been a student at two German universities, Jena and Leipzig, at one Swiss university, Lausanne, and at one in France, Grenoble, where I am now, (February) it may not be uninteresting to the readers of the MONTHLY if I send them some of my observations.

It is well known that in Germany the instruction is given almost wholly by lectures and the instructor is not generally acquainted with his hearers until they present themselves for examination as candidates for a degree. I do not know how it is elsewhere, but here the professors know their students personally and call them by name to recite. In fact, those I have been listening to are on friendly and familiar terms with their students, invite them to their homes, and engage in all sorts of sports and games with them. Until recently

it was almost impossible for a foreigner to take a degree at a French university. A degree carried with it certain privileges which the government did not see fit to grant them, and was not simply a recognition of scholarship, as it is in Germany. Now, however, most of the Gallic universities give the degree of Doctor as a certificate of attainments, and the inducements to come here are much stronger than before. Aside from the opportunity to acquire an easy familiarity with French, the educational advantages are scarcely inferior to those of Germany. I was led to come to Grenoble largely by a remark once made by the veteran philologist, Michael Breal, that if he had his university life to live over again he would begin at Grenoble. And indeed it is a beautiful as well as an interesting place. The scenery is equal to some of the fin-

est in Switzerland. There is scarcely any winter and the city is pervaded with an air of culture. I think Americans who come to France for any purpose except sight-seeing make a mistake in confining themselves to Paris. If we want to know a people, the metropolis is not the best place for the purpose. This is especially true of a city like the French capital, which is, I suppose, the most cosmopolitan in the world. One who has not been on the ground scarcely realizes in how many respects the provinces differ from the magnificent city on the banks of the Seine. While it is true that France is full of dialects, I cannot see that the French spoken by the cultured class differs at all in the different parts of the country. The same remark applies to the speech of French Switzerland. Good French in one locality is good French in every other.

I have made some experiments on myself and some observations on others in the study of colloquial speech that I find interesting. When I arrived in Jena, I called upon the well known professor Rein and among other things asked him to direct me to the best private tutor he knew. He sent me to a recent graduate of the university, who he thought would answer my purpose admirably. I was not disappointed. His instruction was so thorough and so unremitting that in about two months after the

lectures at the university opened I had but little difficulty in understanding what was said. It is true I had a fair reading knowledge of the language, but could scarcely speak it at all. Comparing this method with that of some of my acquaintances who simply attended lectures for what they could catch, it seemed to me to be greatly superior. One must not only hear and see but reproduce with unending repetition, and it is a great advantage to have some one at hand to rectify mistakes. When in Switzerland I lived with a private family and I am doing the same here. For the acquisition of a language, this has some advantages and some drawbacks. Unless those who constitute it are more than usually intelligent, the round of common talk and the stock of familiar phrases are soon used up and there is an end of progress. Fortunately the French are very affable and generally ready to engage in conversation with any one, especially a foreigner, who is fairly fluent in their language, so that there is no lack of opportunity for practice. On the other hand, their excessive politeness too often leads them to compliment your pronunciation more than it probably deserves. Nowhere is it more necessary for one who wants to get at the facts to be on his guard against fine phrases. I find it very hard to become accustomed to this terribly exaggerated politeness. German

manners used to bother me a good deal, but the French article is simply excruciating. The shower of fine speeches that is so liberally poured upon one is very pleasant to a stranger until he begins to find out that it all means nothing; then it becomes rather monotonous at times. On the whole I prefer sincerity of speech even if it be rather blunt occasionally, to the style in vogue here.

In spite of the popular opinion to the contrary, French is considerably more difficult colloquially than German. It requires an immense amount of practice and the most careful observation of minute shades in pronunciation, if one desires to pronounce with even a fair degree of accuracy. There is, however, a great deal of difference in different individuals in their ability to acquire a speaking knowledge of a foreign language. I meet many persons who, while by no means devoid of natural ability, are simply wasting their time in trying to acquire fluency in a foreign tongue.

There are but few Americans in Grenoble, though I have met several persons who speak English quite well. Among my acquaintances here is a young Hungarian officer who asks me no end of questions about my country. He says he never thought the United States amounted to much until they whipped Spain. That Spanish-American war raised us wonder-

fully in the eyes of all Europeans. They think we are great warriors now, whereas before we were simply a nation of shopkeepers. I was in Lausanne when it broke out. Everybody felt sure we would get the worst of it and everybody was against us except England. Verily, Continental Europe was amazed at the result. When the news of Dewey's victory reached our city there were only two persons in our circle to celebrate it—one Englishman and myself. And we did it in the best style. The principal topic of conversation here is the war in South Africa. The French are enjoying the English defeats greatly. Comparatively few Americans, I imagine, have any conception of the hatred felt in Continental Europe, Italy probably excepted, against England. I do not think the reason is hard to find. Every nation over here is jealous of Great Britain because she is powerful and great and governs both herself and her colonies well. It is the serious crime of England that she has a start of a hundred years and more in the race for trade and empire. Now that all the great nations are turning their thoughts to the same ends, it is not in human nature that they can feel kindly toward a government that has held and still holds most of the best places on the globe, besides having a supremacy in the world's trade. England's "splendid isolation" irritates the rest of Europe. She stands

alone because such is her choice. There is not a nation, except perhaps the United States, that would not gladly close an alliance with Great Britain. But such does not seem to be her policy, unless she casts her lot with us. England is drifting farther and farther from the rest of Europe in her sympathies. Her attitude during the Spanish-American war seemed to prove that she is a bad European and had little sympathy with her neighbors. The hatred of England, that I see manifested all around me rises almost to a frenzy. Unless something happens to turn the tide I do not see how an early war is to be avoided, in spite of the efforts of the government to prevent it. Yet France is the most heavily taxed country in Europe while the burdens of military duty rest upon every able bodied male for a period of twenty-five years.

France is still strongly centralized educationally as well as in other respects. For centuries Germany consisted of a number of political divisions each of which had its capital which the reigning monarch strove with more or less success to make an educational, literary, or artistic center. In united Germany this rivalry has by no means died out. It is still quite noticeable in the universities. A year ago the new university building in Leipzig was dedicated by the king and queen of Saxony. It is one of the finest buildings of the

kind in the world. France has no provincial universities corresponding to those of Leipzig and Munich. All outside of Paris have together probably fewer students all told than it alone. Some have less than two hundred. But they seem to be coming forward, and while they can never hope to rival that of the capital they have already become very strong in some departments. It will probably not be many years before a large number of American students will be found scattered over France, for with their characteristic energy and inquisitiveness they want of the best that is to be had if they cannot have a portion of all that is good.

The cost of living is not high in France in spite of the burdensome taxation. It is true a student can not live on the little money with which many manage to get through in some of the Western universities. But tuition fees are lower both in France and Germany than in most of the colleges and universities of the Eastern and Middle States.

The fees in the Philosophical department amount to about \$25.00 per year. My living expenses are nearly a dollar per day, but I have good quarters, excellent board, and some further advantages. The Swiss universities though patterned closely after those of Germany are more liberal in their terms of admission and like those of France, make no distinction of sex.

ENGLISH GRAMMAR.

BY A. F. WATERS.

PARTICIPLES—PARTICIPIAL NOUNS
—PARTICIPIAL ADJECTIVES.

1. Verbs have four Principal Parts, namely:

Present and Past Indicative forms; as *give* and *gave*;

Present and Past, or Perfect Participial, forms; as, *giving* and *given*.

These are called the Principal Parts of the Verb because they are the parts upon which all the different verb-forms are made. It is only the last two forms, the participial forms, that we need here consider.

2. In verb phrases expressing completed action, the basis of the phrase is not a Participle in the sense of a Part of Speech; it is the participial form of the verb, or what might be called the third principal part. Thus, in

They *have called* us;

The boy *had gone*;

Our friends *will have forgotten* it,

the words "called," "gone," and "forgotten," are not participles in the sense of "a Part of Speech" at all, but are verbs, and as such each forms the basis of the verb-phrase in which it is found. In other words it is the principal part of the verb-phrase,—the part to which

the auxiliaries are added. They are forms of the verb, and not Participles as a Part of Speech, and it is confusing to pupils to call such words Participles.

3. The same is true of the perfect participial form in the passive verb-phrases, and of the present participial form in the progressive verb-forms. Thus, in

I can not be considered a candidate;

They were *relieved* by us;

We *are congratulating* ourselves;

Our enemies *have been calling* us hard names,

the words "considered," "relieved," "congratulating," and "calling" are not Participles but verbs. They are the third and fourth principal parts of the verbs.

THE PARTICIPLE.

4. Under this head we wish to speak of the Participle as one of the Parts of Speech, and not as one of the four principal parts of the verb.

The Participle as a "Part of Speech" is derived directly from the verb and partakes of the properties of the Verb on the one hand, and of the properties of the Noun or the Adjective on the other. In the sentence,

The pupil was engaged in *studying* his lesson, "Studying" is derived directly from the verb "study"; it expresses action like a verb, as is shown by its governing an object. On the other hand it is the object of the preposition "in," fulfilling the office of a noun or Substantive. The Participle is thus shown to have a dual nature.

5. Again, if we look at the sentence,

He had no thought of *being defeated*,

it may be seen that "being defeated" is derived from the verb "defeat" and expresses action. The action does not terminate upon an object as in the example above, nevertheless we see the action,—a passive action—an action received by some person or thing not its object. To this extent it partakes of the nature of a verb. It is the object of the preposition "of"; to this extent it is a noun.

Examine the dual nature of the Participles in the following:

I am conscious of *having detained* you.

You remember my *hurrying* home.

They called this *protecting* our interests.

Will they undertake *setting* him free?

We have not heard of his *being sent* home.

It is called *taking* the right of way.

She contemplated *moving* west.

All that a man gets by *lying* is that he is not believed when he tells the truth.

Learn the luxury of *doing* good.

6. We have seen how the Participle may perform the function of a noun, and retain the verbal force. It only remains to show how it may perform the function of an adjective, and at the same time preserve its verbal force.

In the sentences,

We heard the band *playing*;

They found the horse *tied* to the fence;

The petition *written* in haste was defective;

The old man died *loved* by all; "playing," "tied," "written," and "loved" are derived from verbs and express action. They also express qualities or conditions belonging respectively to "band," "horse," "petition" and "man."

The meaning is not altogether different from

"The playing band," "the tied horse," "a written petition," "a loved old man."

The adjective force of these participles may be further shown by comparing their use with that of the adjective clauses in,

We heard the band *which was playing*;

They found the horse *which was tied to the fence*;

The petition *which was written in haste*, was defective.

The old man *who was loved by all* died.

7. It is frequently an aid in seeing the adjective force of a participle to substitute for it, as above, an adjective clause. However, because a clause may be substituted for a participle it does not follow that the participle is an *abridged clause* any more than it indicates that the clause is an *expanded participle*.

Make a study of the dual nature of the following Participles:

He feels it *beating* at his heart;

Two guests sat *enjoying* the fire;

We beheld the emperor *emerging* from the street;

They did not think of the boy *being expelled*;

The engine we left *sinking*;

I never heard my friend *spoken of*;

It springs forth, *startling* the timid as they pass;

The pupil not *being qualified* was not passed;

I see love emblems *streaming* from the ship;

Amidst a crowd of Indian nobles, *preceded* by three officers of state, *bearing* golden wands, they saw the palanquin *blazing* with burnished gold.

8. As pointed out above, a word to be a Participle must have (1) a

verbal use, that is, *express action or state of being*; and (2) it must have a noun, or an adjective use. And while it is not difficult to discriminate between the noun and the adjective use of the participle, it is not always easy to determine whether a word with a *participial form* has a *verbal use* along with its *noun use*.

9. A careful study of the *use*, not the *form*, of the subjects of the following sentences makes it obvious that the forms in *ing* are not different from the other subjects not ending in *ing*.

Reading and *Writing* are important subjects;

Arithmetic and *Algebra* are important subjects;

Hunting is his favorite sport;

Football is the favorite college game;

Singing was taught them early;

Croquet was denied them.

"Reading," "writing," "hunting," and "singing," as here used have no more verbal use than "arithmetic," "algebra," "football," and "croquet." They are names representing studies, sports, pastimes, etc., and nothing more, and if classified according to *meaning and use*, and not according to *derivation and form*, they would belong to the same class of nouns that algebra, football, etc., do.

[To be Continued.]

ART IN THE PUBLIC SCHOOLS.

BY CARRIE O. SHOEMAKER.

Among the places deeply interested in the work of putting reproductions of great pictures into the schools are Athens, Bellefontaine, Findlay, Fostoria, London, and Hamilton.

The Pallas Club in Athens assisted by other organizations, gave an entertainment, "The Old Maids' Convention," last February, for the benefit of the Athens schools. These workers cleared one hundred and five dollars, and this has enabled them to make their eleven school-rooms more attractive.

In Bellefontaine the primary teachers, ten in number, with the help of the music teacher, have given a successful public entertainment, the entire proceeds of which have been spent in pictures and other works of art.

A short time ago an Art Club in Findlay gave an exhibition of pictures procured from different firms with the understanding that they sell them if possible. The children were given tickets to sell and in consequence each school-room has received a picture. The room that sold the most tickets had first choice. The pupil who sold the greatest number was given a large picture, "A Scene on the Nile."

Owing to the leadership of Miss

Thomas, teacher of drawing, Fostoria is one of the pioneers in this movement in Ohio. Three years ago she had an exhibition of pictures, and as a result two hundred and fifty dollars worth of pictures was placed in the schools. Last month a second exhibition was held. Miss Thomas secured the hearty co-operation of the five Literary Clubs of the city. The entire community was benefited and the children were blessed with many new pictures. But the good work does not stop here; one of this teacher's kind friends has presented her with a magic lantern which will be a great aid in picture study. Miss Thomas is certainly to be congratulated.

In February through the efforts of the teachers in London an exhibition of the Helman-Taylor pictures was given closing with a delightful reception. The proceeds enabled the committee in charge to buy one picture for each room. All are enthusiastic over this beginning and hope it will lead to better things in art for their schools.

The Helman-Taylor art exhibit which was brought to Hamilton under the auspices of the Club of Woman Teachers was a success both as an educational feature and as a means to obtain funds to buy pic-

tures for the school-rooms. The superintendent, S. L. Rose, was in sympathy with the movement, and in order to awaken an interest among the pupils he placed the penny Perry Pictures in their hands four weeks before the exhibition and instructed the teachers to occupy a short period each day in explaining the pictures and giving the most interesting points about

the master painters. The awakening not only among the children but the parents as well was truly marvelous. The Literary Clubs were given certain days, and they took entire charge of the days assigned them. The magnificent sum of eight hundred and seven dollars was cleared and five hundred dollars were added by popular subscription.

REPLY TO MR. MARSHALL.

BY J. A. CULLER.

In answer to some questions and criticisms regarding my statements in an article entitled, "Hot Ice," I wish to say a few words.

Mr. Marshall asks how it is that a pane of glass which does not intercept the radiations from the sun does intercept those from the stove. The implication in this question is not absolutely true in either case. Some of the light waves are absorbed by the glass, as I said, and also some of the radiations from the stove are transmitted. The radiations from the sun are all alike except in the length of the wave. The shortest wave which we can see is the violet and the longest which can affect the eye is red.

These red waves are the warm waves, but in the infra-red, where the waves are still longer, they are warmer.

Now glass and water are both

quite transparent to short waves, but opaque to the longer ones. The air holds a great deal of water vapor and on this account only about 50 per cent of the heat waves, in our latitude, reach the ground. The glass through which the sunlight flows is quite transparent to most of the solar radiations which have escaped absorption by the air and so it is not rapidly heated, but when these waves come in contact with some object in the room which is opaque to all, then they can by a cumulative effect produce a molecular agitation which we call heat.

In case of a hot stove most of the radiations are the kind to which glass is opaque, so that the glass is rapidly heated and but little is transmitted.

A good example of this can be observed in a hothouse where the sun's radiations, which easily pass

down through the glass roof, will quicken the molecular activity of the opaque soil and the soil then begins to radiate long waves such as come from a stove, but now it finds its exit blocked by this same glass roof and so the heat accumulates inside.

Again, Mr. Marshall asks what transmits the energy if there are no molecules between our air and the sun. This question presumes that if there are no molecules there, then *nothing* is there. This conclusion by no means follows. There are many strong evidences that all space, so called, is filled with a homogeneous solid called ether, in which molecules of material substances are imbedded.

Scientists are forced to this assumption as the only conceivable way of explaining many observed facts. As long as it continues to explain phenomena it is a legitimate and scientific assumption. Of course we can not know ether by the senses, but, as Lord Kelvin said in his lecture at Johns Hopkins University: "Instead of beginning by saying that we know nothing about the ether, I say that we know more about it than we do about air or water, glass or iron; it is far simpler; there is less to know. Its natural history is far simpler than that of any other body."

It is on this ether that radiant energy from the sun and other bodies is carried in undulatory

waves. This wave is the thing that moves and carries the energy and when the wave is arrested the energy is expended in the production of the various phenomena of heat, light, chemical changes, etc.

With these things in mind I can not see that I have made any "statements of mutually destructive propositions."

Again, I must still claim that it is unscientific to say that heat passes from a stove to one's hand held near by, because it is not in accordance with scientific observation and analogy. An incandescent bulb contains only one-millionth of the air which it held before it was pumped and would be even better if all were pumped out and yet the radiations from the hot filament traverse this space to the glass and heat it hot enough to char wood upon which it may be placed. We know that heat is in the filament and in the glass. There is no conductor of heat between, for heat is molecular motion.

It may be unscientific also to say that light passes from the sun to the earth, but this will depend on your definition. If light is a vibration of ether which may be appreciated by the eye, then the statement is correct, but if light is the appreciation of this vibration then it is incorrect.

Of course there are many things not yet well known about these subjects, but patient experiment has revealed much that is reliable.

"DIXIE" AND ITS AUTHOR.

BY O. T. CORSON.

To know more of what is far from home than of what is near, and at least equally important, is Emmitt, the author of "Dixie," and for the first time we learned that this noted character is an "Ohio



THE AUTHOR OF "DIXIE" AT HOME.

frequently characteristic of individuals. This fact was brought quite forcibly to the mind of the editor some time since in conversing with a prominent school man in an adjoining state who enthusiastically described a visit he had recently made to the home of Dan

Man" who lives at Mt. Vernon, O. We at once determined to visit his home and interview him as one of the characters well worth some consideration in Ohio History. On April 6 in company with Supt. Baxter of Mt. Vernon and Supt. Maharry of Millersburg a visit to the

small house in which this unique and interesting personality by the name of Daniel Decatur Emmitt lives, was made, and an exceedingly pleasant and satisfactory interview was had. The old gentleman received us most kindly, and talked very freely of the many interesting events which have crowded thick and fast into his rather re-



DANIEL DECATUR EMMITT.

markable career. Believing that something of his history and of the song which made him famous will be interesting to the readers of the MONTHLY and the teachers and pupils of Ohio, we gladly publish the following summary of the many statements made to us by "Uncle Dan" as he is familiarly called by his neighbors and friends.

Daniel Decatur Emmitt was born at Mt. Vernon, Ohio, October

29, 1815. As has frequently happened since, Dan was sent to school as he himself expresses it, more to get him out of the way at home than to give him an education. He fared reasonably well until about thirteen years of age when he was compelled to work all his spare time morning and evening blowing the bellows in his father's blacksmith shop. This work seriously interfered with the home task assigned him each day at school of learning to spell a long list of words in Webster's spelling book which at that time held an important place in the course of study. The penalty inflicted in school for not learning his spelling lesson was invariably a whipping which was just as certainly followed by another at home because he had already been whipped in school. The parents and teachers seemed to work in perfect harmony so far as this part of his education was concerned. The branches taught in the schools which he attended were spelling, grammar, arithmetic, through the fundamental rules, and geography. The method of studying geography as described by "Uncle Dan" was as follows:

"Our parents would make us straddle a mule and ride over the country to see where the principal cities were located." It seems in place to observe at this point that even in that day the much-talked-of "laboratory method" was in use.

When he reached the age of eighteen, with his parents' consent, he joined Sam. Stickney's circus with which he traveled for three seasons; the two following years he filled an engagement with the Cincinnati circus, after which he went to New York and was in the employ of various eastern companies until 1842 when he originated a minstrel band known as the Virginia Minstrels—the first organization of the kind in the United States. After playing for three months in eastern cities, this company went to England where they remained until 1844 when they became homesick and disbanded. After his return to the United States, engagements were filled with Dan Rice and Dr. Spaulding until in the fall of 1859 he contracted with the Bryants' Minstrels of Mechanic's Hall, 472 Broadway, New York City, to compose comic and Negro songs, Walk'-Rounds, and to act as general musician.

At this point in the interview, "Uncle Dan" who is now nearly eighty-five years of age, and suffering greatly from rheumatism straightened up, and with his countenance beaming with pardonable pride said, "And now I'll try to tell how, when and why I came to compose 'Dixie.'"

"One Saturday night (1859) after the performance, I was overtaken on my way home by Mr. Jerrie Bryant who said 'Uncle Dan, I want you to get up a new Walk'-

Round and bring it finished and complete to rehearsal on Monday morning. I want something lively, and the hurrah of such a character that the bands will play it, and the boys and the side-walk committees will catch hold of it, and sing it in the streets and make it popular.'"

"The next day, Sunday, was very stormy and rainy, and I was compelled to remain in doors all day. Knowing what I had to do, I sat down to the table with my violin, and composed the music of 'Dixie'; afterward, the first verse which I sang to my wife and asked her how she liked it. 'First rate,' she said, and then added 'if the audience does not like that, they will not like anything.' Says I, 'Mrs. Old Dan, I am at a loss for a name.' She said, 'You can not have a better name than you have in the chorus.' Said I, 'What is that?' Said she, 'Dixie Land.' I complied with her suggestion, called it 'Dixie,' completed it, and took it to rehearsal Monday morning, rehearsed it all day, and played and sang it that night the last thing. It captured the audience at once, and I gave it at every performance with Bryants' Minstrels till July 1865. Of course when the war broke out, it was tabooed in the territory north of Mason and Dixon's Line, but Uncle Dan being its author, and a good Union man, was allowed to sing it any place."

After a pause he added, "Per-

haps, you would like to have the first verse which I always sang, but which has never been published as a part of the song." To this suggestion we expressed hearty approval, and here it is:

"Dis Worl' wuz made in jiss six days,

An' finished up in various ways;
Dey den made Dixie trim and nice,
But Adam called it Paradise."

O. T. R. C. DEPARTMENT.

THE FALL FLORA OF WOOD COUNTY.

By M. E. Hard.

I wonder how many readers of the OHIO EDUCATIONAL MONTHLY have any idea of the wonderful store-house of floral beauty and treasure located in this northwestern part of the state,—that which was once known as the "Black Swamp."

From the earliest spring days, when the first ardent rays of the returning sun fall lovingly upon the dead earth, and, penetrating below the surface, stir into life the dormant spirit of plants and flowers imprisoned there, and mother earth discards her brown and sober looks, and smiles back at him in the rainbow tints of hepaticas, spring beauties, and anemones or the white and gold of buttercups, cowslips, sanguinarias; — until, warned by the first flying snowflakes, vegetation creeps back into its safe, snug bed for its winter rest,—there is a constant succession of varied and unexpected beauty. Nowhere are the boundless

riches of the floral kingdom more lavishly displayed than in Wood county.

During our three years' residence in this county we have found not only nearly all the flowers found throughout the rest of the state, but many which are not found elsewhere in the state; and not a few, on these old sand beaches, which the botanics credit generally to the trans-Mississippi and Rocky mountain states.

In fulfillment of a long-made promise to an old and most highly esteemed friend, Dr. J. J. Burns, whom to know is to love—comes this attempt to give the readers of the OHIO EDUCATIONAL MONTHLY an idea of the rich flora of Wood county. This I shall do by naming some of the flowers met with in a single September afternoon's drive.

One of the first things attracting our notice as we start down Main street for our afternoon's drive is the beautiful butterfly weed or pleurisy root—*Asclepias tuberosa*,

—with its flat-topped clusters of bright orange-red flowers, appearing in every vacant lot, by fence-side or ditch-side. Used as food by the Indians, who obtained a crude sugar from its flowers and believed that its deep, thick root was a remedy for pleurisy,—few plants afford greater satisfaction to the lover of brilliant color than “does the gorgeous butterfly weed whose vivid flower-clusters flame from the dry sandy soil with such luxuriance of growth as to seem almost tropical.”

Of almost as frequent appearance, but widely contrasted with the foregoing in color and mode of growth, we find the blue vervain,—*Verbena hastata*.—the “simpler’s joy” of earlier days, growing here with a beauty and luxuriance which I have never known it to attain elsewhere. The omnipresent iron weed and the yarrow thrust up their purple and white clusters on every side. From the low, moist ground, upon stout stems often rising to eight or ten feet in height are borne the conspicuous “crushed raspberry” clusters of the Joe-Pye weed,—*Eupatorium purpureum*,—almost as common as its cousins *Eupatorium cordatum* and *Eupatorium perfoliatum*. Its name comes to us as a monument to the benefactions rendered our New England ancestors by Joe Pye, an Indian who is reputed to have broken up a

scourge of typhus fever by the use of this plant.

A very striking plant with its great thick, rough, leathery leaves from one to two feet long, and its slender flower stalk rising from six to eight feet high, bearing rather sparse clusters of small sunflower-like blossoms, is the prairie dock,—*Silphium terebinthinaceum*,—which is growing to be a great pest to the farmers.

I will not stop to speak of the score of different species of golden-rod or the great variety of asters, ranging in color from pure white to deepest purple and in size from a fourth of an inch to an inch and a half in diameter; of the *Gnaphalium polycephalum*, Ghoreau’s fragrant life-everlasting, with its sweet, woodsy odor; the *Brunella vulgaris*, with its short, close spikes of purplish blue flowers, whose common name of “heal-all” tells us of its esteem in early days; of the Elecompane — *Inula Helenium*,—whose common name among English farmer-folk is “horse-heal”; of the many varieties of Helianthus; of the Heliopsis; of Rudbeckias; of the evening primrose—*Oenothera biennis*; of the hounds-tongue, with its dull reddish-purple flowers and mousey smell; of the Monardas—the bee-balm and the horse-mint—tempting us to stop and pluck their spicy pungent blossoms and foliage; of the Agsmonia Eupatoria, with its slender

racemes of small yellow flowers; of the *Lobelia cardinalis* or cardinal-flower, flaunting its scarlet banners in the air; of the great-flowered blue *Lobelia*—*Lobelia syphilitica*—and the small-flowered *Lobelia*; of *Linaria vulgaris*, the butter-and-eggs scattered by the roadside; the *Verbascum Thapsus*, the mullein stalk upon which the "gallant captain charged" in the days of our boyhood, and its much prettier and more aristocratic cousin, the *Verbascum blattaria*—or moth mullein, with its dainty, fragile flowers; of the Burr Marigold—*Bidens levis*, the golden flowers of the ditches; of the *Nabalus* or Rattlesnake-root, with its gracefully drooping bell-shaped clusters; of the pinky brownish-white spikes of the *Spiraea tomentosa*; of the beautiful sky-blue flowers of the succory, — *Cichorium intybus* — **seeming like flecks of the firmament scattered upon earth**; of Queen Anne's lace, at this season of the year more appropriately called bird's nest, since it has now lost so large a portion of its beauty in early summer,—*Daucus carota*, one of the most unmanageable pests that the farmer has to contend with; *Cacalias* or Indian plantains, their smooth stems and leaves forming a pleasing contrast with the roughness of most other plants at this time; the *Hieraciums* or Hawk weeds, with their panicle heads of rather light yellow flowers. All these are worthy of

our attention, and while we drive over the roads and through the lanes we gladly recognize them as they nod and beckon and bow to us in the September breeze, seeming to claim our closer notice; but there are other beauties for which we are looking this afternoon, so we can grant these only a passing recognition.

Hitching our horse beside a pasture gate, we take our way over a sandy knoll down through a little woodland where the soil is rich and moist; on its farther side we come to the railroad where, in the deep ditch between the track and the pasture fence, we get our first glimpse of the fringed gentian, "The blue-gentian flower, that in the breeze

Nods lonely, of her beauteous race the last."

It is the flower that Bryant so lovingly apostrophizes:

"Thou blossom bright with autumn dew,
And covered with the heaven's own blue.

* * * * *

Blue—blue—as if that sky let fall
A flower from its cerulean wall."

In close neighborhood with the fringed gentian we found our first specimen of a somewhat curious and interesting little plant—*Polygala sanguinea*—the common milk wort, with its clover-like heads of reddish-purple flowers. Continuing our search through the rank grass, our attention was attracted by some overgrown specimens of

Pedicularis lanceolata—wood betony, more commonly known as lousewort; standing fully three feet high, with its awkward branches and straggling flower clusters, one could not help fancying its resemblance to a tall, thin boy whose wrists and ankles had long outreached their proper integuments.

Here, too, standing up straight and strong, with its dark green leaves and its large white or faintly rose-tinged flowers in close spikes, we found some fine specimens of *Chelone glabra*, or snake-head. Rising from among the rich, thick grass in the same pasture we found abundant specimens of the intensely blue clusters of *Gentiana Andreusii*, or closed gentian of which Thoreau says:

"Bluer than the bluest sky, they lurk in the moist and shady recesses of the banks. Few flowers equal in richness their transcendent blue, light in shade, turning to purple with age."

Having hands filled with the floral treasures accumulated here, we resume our way, driving for rods between ditches whose banks were almost azure with the beautiful hues of the closed gentian.

Leaving these behind, we pass between sandy fields, slightly rising on either hand, whence a new glow of autumn brilliance rises before our eyes in the tall and stately wands closely set with the royal purple flower-clusters of the

Blazing Star—*Liatris squarrosa*—bending and bowing in stately obeisance to his still more royally attired brother, gay feather,—*L. Scariosa*,—whose beautiful clusters of rose-purple flowers are set in coats of mail which add an additional beauty. For years we had read over in our botany the description of these plants, wondering how they actually looked, and the botanist can understand our delight in realizing that we had at last actually found both gay feather and the blazing star, and that they were worthy of their names.

But the slanting rays of the afternoon sun warn us that our time is growing short; and we merely notice in passing the purplish-blue flowers and winged stems of the *Mimulus alatus* and snatch a branch of the white flowered *Pycnanthemum*, or mountain mint, for the sake of its pleasant pungent taste. Nor, though they tempt us greatly, do we stop to gather the slender branching stem of the *Lespedeza violacea*, nor the margined-stems, with their deeper purple flowers, of the *Lythrum alatum*; for a half mile ahead of us, on the thickly wood and grass-grown banks of one of our deep ditches, within the space of a few rods, we may yet hope to find a few of each of three favorite flowers.

Leaving our horse standing in the road, a few minutes' search

among the rank growth on the banks is rewarded by the discovery of the pale-blue clusters of the five-flowered gentian — *Gentiana quinqueflora*. Although Gray assigns this to moist hills and mountain-sides, yet we find it growing sparingly along the woody road-sides of this prairie country. Not very far removed from the gentian we find growing the delicately graceful stems of the slender Gerardia, — *G. temeifolia*, — equally pretty, but more common than the gentian.

Having thus far been very successful in finding what we set out to seek, it is with a little misgiving that we resume our search for that which seems to us the fairest of the whole September flora,—fairest in our esteem, perhaps, because not always to be found when and where sought; however, after some moments of careful search, we reap a rich reward in a dozen slender spikes of the fragrant white flowers of *Spirouthes Cernua*, or ladies' tresses, a worthy member of one of the most beautiful families of our wild flowers.

If this description of a September afternoon's drive should tempt any of the readers of the MONTHLY to undertake a similar expedition in this county, let me assure him that a guide and a conveyance can very readily be found. (Consider me in.—B.)

It is worthy of notice that all the plants which I have named

were found in a drive of not more than three miles.

IMPORTANCE OF ENVIRONMENT.

By Daniel Putnam.

It is generally agreed that environment is one of the most potent factors in the early education of a child. There may possibly be an inclination, in some quarters, to over-estimate the importance of this factor, but it must be conceded that the surroundings of a child, in infancy and early youth, have very much to do with the processes and character of his development, and that they are responsible for a good deal which appears in his life and conduct at later periods, even in the period of full maturity. In many aspects "The child is father to the man;" the man is only the child "grown large."

Recognizing this fact, it seems peculiarly appropriate for those who are concerned with the well-being of society to inquire what is meant by the environment of childhood, and to inquire, further, to what extent, if at all, this environment may be modified and improved by teachers, and especially by teachers in the rural schools, and in the primary grades of our village and city schools. Pupils in advanced grades and in high schools are not so largely influenced by their immediate surroundings as younger children, but even they cannot altogether escape the power of these.

As to what the environment is, I quote a paragraph from the "Manual of Pedagogics": "The environment, at first, consists of the family into which the child is born; a little later, of the immediate neighborhood in which the years of childhood are passed; later still, of the wider world into which he gradually enters. Finally the environment becomes all material things and the forces associated with them; all the products of human activity embodied in the conveniences of life, in arts, sciences, literature, history and in institutions. Among institutions are schools and all the appliances of education."

It is wonderful how much the child learns during the first few years of his life while surrounded by the environment of the home and the neighborhood. Jean Paul is credited with saying, with possibly a little extravagance of statement, that a child "learns more in the first three years of its life than an adult in his three years at the university; that a circumnavigator of the globe is indebted for more notions to his nurse than to all the peoples of the world with whom he has come in contact. It is, in fact, astounding what a relatively immense crowd of ideas a human being gains in these first years. He gets acquainted with a thousand things of home, street, garden, field, wood, the wonders of the heavens, the manifold events of

nature, the land and the people of the neighborhood, and learns to call most of them by name; he learns to use a great part of the vocabulary of his mother tongue, and its most important forms of word and sentence; he learns to think in the vernacular." In other words, the young child learns what his surroundings teach him, or what he teaches himself by means of his environment. He sees only that which is immediately about him; he hears only the voices and languages of the members of the family into which he has been born. The imitative propensity governs his own voice, modes of speech, and forms of language. In all these matters he cannot be other than his environment makes him. Is there any one of us who has completely rid himself of all the ungrammatical forms of speech which he unconsciously fastened upon himself in childhood? Occasionally some of these will slip from the tongue in spite of all possible care and precaution. And how about some of the other habits acquired in early life? Have we completely freed ourselves from their power and influence? Personal experience thus testifies to the importance of placing about childhood the best environment that can, by any means, be fashioned, an environment that shall have in it purity, cleanliness, and intellectual and moral truth and beauty.

We are to inquire next very briefly what the teacher can do to modify and improve the environment of the pupils with whom she is immediately concerned. Her work and influence, of necessity, will be confined, to a considerable extent, to the school grounds and the school house, but not exclusively to these. If the relation between the teacher, the children, and the parents, is such as it should be, her influence may modify and improve the environment of the children in their homes. When once the confidence of the parents has been secured, when they have become convinced that the teacher is laboring, not simply for the meager pittance of wages which she receives, but for the real good of her pupils, they will be ready and willing to receive suggestions in regard to anything and everything which will be for the advantage of their children. If the home is destitute of children's books and papers, as too many so-called homes are, she can advise as to the best books and papers to supply this lack, and can help, in various ways, to secure them. It will be easy to get the co-operation of the children in this matter, if the relation between them and the teacher is of the right sort. It may also be possible to induce the parents to purchase a few good pictures, really good ones, not cheap daubs, to hang on the walls of the living

room to be constant, though silent, teachers of the whole household.

A great service would be done in some homes if lessons could be given in neatness and order, but such lessons can be taught only indirectly and with much tact. Such instruction must be mainly indirect, and can be given only in connection with the work in and about the school.

Leaving the home, let us inquire what the teacher can do to make the surroundings of the children wholesome and elevating while they are with her in the school itself. One of the most important elements in the school environment of the child is the teacher herself. Young children have a natural disposition to imitate older persons, and especially those whom they believe to be wiser than they are. The mere position of a teacher, apart from personal character or personal worth, commands respect, or at any rate, should do so. The teacher should, consequently, be a fit pattern for imitation in all possible respects. Perfection cannot be expected in teachers, for they have the ordinary weaknesses of human nature, but it is reasonable to expect that they shall exhibit constantly the very best characteristics of humanity. It is the duty of a teacher to be as attractive and winning as she can be. The tones of her voice should not be harsh and discordant,

grating upon the ears and the sensibilities of her pupils. She should be courteous and polite in speaking, even when reproving such as deserve reproof. In this respect she should do what she would have the children do. An atmosphere of refinement and good will should pervade the school room and mark all the intercourse between teacher and scholars, and between scholars themselves. The movements of the teacher should be easy and graceful, in these respects worthy of being imitated. The teacher is morally bound, also, to dress well. I do not mean that the dress should be expensive, or necessarily in the height of fashion, least of all that it should be "loud" or "flashy." The material should be good in quality, in good taste as to colors, made to fit neatly, and in all respects such as pupils may properly imitate. Some persons will be inclined to say that the matter of dress is a small one, hardly worth naming. A little reflection will show that such an idea is altogether apart from the truth. Dress is not everything by any means, but it is an important element in the personal appearance, an element which cannot safely be neglected.

Another most influential part of the school environment is the school room itself. While the teacher is not primarily responsible for the character of the room, she can do much to increase its at-

tractiveness and its educating power. It is hardly necessary to say that the room should be kept clean and in good order; so much can be taken for granted. But the walls should be ornamented with suitable pictures, pictures which will teach lessons of courtesy, good nature, kindness, love of country, and of humanity. A little skillful diplomacy, a little judicious encouragement, fitting appeals to the love of beauty, and to the desire of our common humanity to have things as good as our neighbors, will secure the means needed to purchase pictures and other things for beautifying the room. The influence of a room properly ornamented, kept scrupulously neat and orderly, and pervaded by an air of cheerfulness and good humor is wonderful. In such a room and in the midst of such surroundings, pupils put themselves upon their good behavior unconsciously. The effect is something like that which a suit of new, clean clothes and a pair of new boots produce upon a boy who has been accustomed to go ragged, dirty and barefoot. It creates self-respect; the boy feels that he is somebody; without really knowing why, he conducts himself in harmony with the character of his clothes. So usually in the school room, the pupils make their behavior conform to the character of their surroundings.

Another important element in the environment of the school is

found in the grounds about the house. Years ago the rural school house was often located on some barren, unsightly spot, near the public highway, perhaps at some "four-corners," destitute of trees and of everything which could give a homelike or agreeable appearance to the place. Happily things have changed, and by the help of wise teachers they may change still more. Children, with some proper encouragement, will put out trees and care for them, will make flower beds and keep them in order; and the parents, when the good work has been commenced, will very soon "lend a hand." A beginning is what is

most needed, and the teacher can make that, if she has earnestness of purpose and patience to "hold on," even though some discouragements should be met. At any rate, whatever the final result of effort may be, it is worth one's while to do everything practicable to improve the environment of the children under one's charge and influence.

In conclusion it should be said that the ideas suggested in this paper are not, by any means, new, but they will bear repeating occasionally to teachers and others who are concerned in the work of education.

HELPS, HINTS AND SUGGESTIONS.

MAY.

Authorities differ regarding the naming of the month of May. Some say that it was named after Maia, the mother of Mercury; others that it is from the latin *Maius*, to grow, and means simply the month of growth. Whatever the origin the Romans held a festival of *Floralia* which always began on the twenty-eighth of April and lasted several days. During the Middle Ages May was always ushered in by some merriment but it is not known whether it had any

connection with the Roman festival or whether it was a spontaneous outburst because of new life and growth. Who has not heard of the English "May-day" and the "May-pole"? And what maiden has not dreamed that maybe some time she could say, "You must wake and call me early, mother, for I'm to be Queen of the May, Queen of the May."

In Germany a count of May, the wittiest and handsomest youth, was chosen instead of a queen of May and court life imitated.

With the Puritans the Maypoles of England disappeared and they are fast dying out in Germany. The peasants of Denmark still get up early in the morning of May first to see "the sun dance." In our own land no special observance marks the advent of May unless it be the joyous outpouring of our own songbirds, the sweet faces of the violets all wet with dew, or, best of all the merry shouts of laughter from childish hearts.

SOME PLANS FOR OPENING EXERCISES. — No. 2.

By Margaret W. Sutherland.

This exercise contains gems to be memorized by pupils of different ages in an ungraded school or from it selections may be made for various grades of city schools. However, I should have the Scripture verses memorized by all pupils and recited in concert.

JOY IN THE SPRING.

For, lo, the winter is past, the rain is over and gone;
The flowers appear on the earth;
the time of the singing of birds is come, and the voice of the turtle is heard in our land;
The fig tree putteth forth her green figs, and the vines with the tender grape give a good smell.
—*Solomon's Song.*

"Open the door, let in the air,
The winds are sweet and the flowers are fair;
Joy is abroad in the world to-day,
If our door is wide open he may come this way.
Open the door."

The sunshine is to me the greatest visible good of life, what I call the wealth of life, after love and trust.—*George Eliot.*

All the earth is full of music,
Little May,—
Bird, and bee, and water singing
On its way.
Let their silver voices fall.
On thy heart with happy call:
"Praise the Lord, who loveth all."
—*Mrs. Miller.*

VIOLETS.

Under the green hedges after the snow,
There do the dear little violets grow,
Hiding their modest and beautiful heads
Under the hawthorn in soft mossy beds.
Sweet as the roses, and blue as the sky,
Down there do the dear little violets lie;
Hiding their heads where they scarce may be seen,
By the leaves you may know where the violet hath been.
—*John Moultrie.*

DAFFODILS.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd—
A host of golden daffodils
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay;
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced,
 but they
 Outdid the sparkling waves in
 glee;
 A poet could not but be gay
 In such a jocund company;
 I gazed—and gazed—but little
 thought
 What wealth the show to me had
 brought.

For oft when on my couch I lie,
 In vacant or in pensive mood,
 They flash upon that inward eye
 Which is the bliss of solitude;
 And then my heart with pleasure
 fills,
 And dances with the daffodils.
 —William Wordsworth.

ARITHMETIC.

By ED. M. MILLS.

The editor of the Monthly has kindly invited me to assist him in preparing work for a mathematical department in that journal; and he has suggested that the work be devoted, for a time at least, to the solution of the more important problems contained in the Syllabus on Arithmetic as found in the advanced sheets of the School Commissioner's Report.

In accordance with this suggestion, I have arranged herewith solutions of the first six problems, beginning on page 58 of the report.

These solutions are intended to be helpful to the younger teachers, especially, and no attempt has been made at brevity.

1. B sells an article at 40% gain, but if it had cost \$90 more, he would have lost 50%. Find cost.

SOLUTION.

Let 100% = actual cost, and
 40% = rate of gain on this cost.

Then

140% = selling price.

Let 100% + \$90 = supposed cost, and
 50% = rate of loss on this cost. Then

50% of (100% + \$90) = 50% + \$45,
 amount of loss.

(100% + \$90) - (50% + \$45) = 50% + \$45,
 selling price.

∴ 140% = 50% + \$45.

90% = \$45,

1% = \$.50, whence

100% = \$50, cost required.

2. Sold a wagon for \$25, losing 16 2-3%, but I bought another and sold it at a gain of 25%, thus retrieving my loss. What did I get for the second one?

SOLUTION.

Let 100 % = cost of first wagon, and

16 2-3 % = rate of loss; then

83 1-3 % = \$25, selling price.

1 % = \$.30, and

100 % = \$30, cost of first wagon.

\$30 - \$25 = \$5, loss on first wagon.

Let 100% = cost of second, and

25% = rate of gain on this cost.

But since this gain on second was exactly equal to the loss of the first, we have

25% = \$5, whence

100% = 4 × \$5 = \$20, cost of second wagon, and

\$20 + \$5 = \$25, answer required.

3. Find the cost price of an article that was sold at an advance of 20%; but if it had cost 10% less and sold for \$3 less, the gain would have been 30%.

SOLUTION.

Let 100% = actual cost, and
 20% = rate of gain. Then
 120% = selling price.
 90% = supposed cost, and
 30% = the rate of gain on this cost.

30% of 90% = 27%, amount of gain, and
 90% + 27% = 117%, supposed selling price.

∴ 120% = 117% + \$3.
 3% = \$3,
 1% = \$1,
 100% = \$100, cost required.

4. A merchant sold two fine suits for equal sums of money, but he gained 33 $\frac{1}{3}$ % on the one, and lost 16 $\frac{2}{3}$ % on the other. What was the difference in cost of the two suits, if he gained \$1 by the sale?

SOLUTION.

Let 100 % = selling price of each suit.
 33 $\frac{1}{3}$ % = rate of gain on first, and
 16 $\frac{2}{3}$ % = rate of loss on second.

∴ 75 % = cost of first suit, and
 120 % = cost of second. Then
 75% + 120% = 195%, total cost, and
 100% + 100% = 200%, total selling price.
 200% - 195% = 5%, net gain by sale.

∴ 5% = \$1
 1% = \$.20,
 75% = \$15, cost of first suit, and
 120% = \$24, cost of second suit.
 \$24 - \$15 = \$9, difference in cost.

NOTE. — When the rate of gain is 33 $\frac{1}{3}$ %, the selling price is $\frac{4}{3}$ of the cost, and when the rate of loss is 16 $\frac{2}{3}$ %, the selling price is only $\frac{2}{3}$ of the cost.

5. If I sell two horses at equal prices, and gain as much per cent on the one as I would lose on the other, what per cent would I lose

on the investment, if they cost me \$45, and \$30 respectively?

SOLUTION.

When one number is *increased* and another *diminished* until the numbers become equal, the amount by which the one was increased added to the amount by which the other was diminished will make a sum equal to the original difference between the two numbers.

∴ \$45 - \$30 = \$15, sum of the loss on first horse and the gain on the second. Since the rates of gain and loss were the same, the amount of loss on the first will be to the amount of gain on the second as 45 : 30.

$\frac{4}{5}$ of \$15 = \$9, loss on first, and

$\frac{1}{5}$ of \$15 = \$3, gain on second.

\$9 - \$6 = \$3, net loss on an investment of \$75. This will be readily found to be 4%, rate required.

6. A sells an article to B at a gain, and B to C at the same rate of gain for \$16; what did A pay, if B, by selling for \$10, would have lost half he gained?

SOLUTION.

Let 100% = cost to B; then
 \$16 - 100% = B's gain, and
 100% - \$10 = B's supposed loss, selling for ten dollars. Since this supposed loss is equal to half his gain, we have

100% - \$10 = \$8 - 50%

150% = \$18, whence

100% = $\frac{2}{3}$ of \$18 = \$12, cost to B.

\$16 - \$12 = \$4, B's gain; hence B's rate of gain is seen to be 33 $\frac{1}{3}$ %.

∴ A's rate of gain according to the problem is 33 $\frac{1}{3}$ %. Since B's cost was A's selling price, we have A's selling price \$12; and since his rate of gain was 33 $\frac{1}{3}$ %, his cost must have been $\frac{2}{3}$ of \$12 = \$8.

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MARGARET W. SUTHERLAND,
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Texas School Journal.....Austin, Tex.
Western School Journal.....Topeka, Kan.
Western Teacher.....Milwaukee, Wis.
Wisconsin Journal of Education.....Madison, Wis.

THE next State Examination will be held in Columbus, Ohio, Tuesday, Wednesday, and Thursday, June 19, 20, 21, 1900. All communications regarding it should be addressed to W. W. Boyd, Painesville, O.

STATE Association, Put-in-Bay, June 26, 27, and 28.

NATIONAL Educational Association, Charleston, S. C., July 7-13, National Council, meeting, July 7 and 9, and the regular sessions of the general association being held July 10-13.

THE time for elections and re-elections is at hand, and it will be well for all to remember the "Golden Rule of Professional Courtesy" adopted by the State Association many years since.

WE are glad that the old-fashioned commencement is coming into fashion again. The schools exist for the boys and girls, and they should be given the most prominent place in the exercises at commencement time. To keep in mind constantly that high school graduates are simply boys and girls from whom mature thought and action cannot be expected, will always help to simplify matters and make these commencements what they ought to be.

OHIO teachers have always stood loyally by their State Association, and there will no doubt be a good attendance at the Put-in-Bay meeting, June 26, 27, and 28. The announcement by Secretary MacDonald of the Executive Committee found in this issue indicates that a good time awaits all who attend. We hope to meet at this association not only all the "Old Guard," but many of the younger teachers who will help and be helped by such attendance.

OFFICIAL Bulletin No. 2 of the N. E. A. recently issued by Secretary Shepard is full of valuable and suggestive information relating to the Charleston meeting. Unusually satisfactory transportation rates and arrangements have been made, and we feel sure that all who attend the meeting will be delighted with the trip. The program is well under way, and will consist of live

topics to be discussed by men and women who are worth hearing. In this issue will be found an outline of the proposed trip for the Ohio Delegation, and we trust that any who desire additional information will feel free to write the most convenient member of the committee. In this connection, we desire to emphasize the importance of making early application for rooms and board in private families on the part of all who desire such entertainment, to Mr. Jno. A. Smith, Chairman of the Committee on Accommodations for entertainment in private families. We will guarantee that those who arrange for private entertainment in these charming Southern homes will be fully satisfied. The Local Committee is sparing no pains to make the most careful preparation for all who attend the meeting, and the indications are that at least 5000 Southern teachers will be present. Surely the North and West will desire to be represented in at least equal numbers, and the "Buckeye State" should lead all the rest.

WE believe that many of our readers who have arithmetic to teach will be pleased to learn that Principal Ed. M. Mills of the Defiance High School has agreed to take charge of a mathematical department in the MONTHLY and for several months to come will give special attention to the solution of problems found in the Institute

Syllabus sent out by Commissioner Bonebrake some time since. Mr. Mills is a member of the Committee which prepared the Syllabus, and has no superior in the state in his ability to give a clear cut solution to difficult problems. The closing paragraph of his letter agreeing to take charge of the work reads as follows and will, we are sure, be noted with pleasure by those who may need help in their daily work of teaching arithmetic:

"If at any time any reader of the MONTHLY does not understand a solution, or explanation as made, or if he desires to know more about any problem or subject discussed, all he needs to do is to enclose me a stamp with request for further explanation, and it will be forthcoming."

As a rule we feel certain that his solutions and explanations will be so plain as to need no further explanation, but should any of our readers desire to write him, please remember the address, Principal Ed. M. Mills, Defiance High School, Defiance, Ohio, and in writing, be sure to enclose a stamp.

We trust that our friends will make known to their friends that this work is being taken up regularly in the MONTHLY and thereby help both the teachers and the editor.

COMPARATIVELY few changes were made in the school laws by the General Assembly which adjourned April 16. Attention is here

called to some of the more important ones. The "Boxwell Law" has been so amended as to make the payment of tuition under its provisions mandatory, instead of optional, by township boards of education. This action furnishes another excellent example of the value of optional legislation which has been so much criticised by some who had not the patience to await the action of public sentiment which has made it possible to enact the amendment above indicated. When this law was originally enacted it was impossible to secure votes enough to pass it with mandatory payment of tuition. At each session of the General Assembly since its enactment, the attempt to make such payment mandatory has been made, and at the session two years ago the amendment passed the House but failed by only a vote or two in the Senate. At the recent session the amendment was made practically without opposition and without any particular exertion on the part of any one. The thousands of "Boxwell Graduates" in the state and their interested parents and friends were the influences which prevailed to bring about this amendment which is now advisable and safe because public sentiment will sustain it. Had it come without the support of public sentiment, the entire law might have been endangered.

Section 4074 has been amended so as to provide that after the first

day of January, 1902, no certificate to teach shall be issued to any person who has not passed a satisfactory examination in the rudiments of vocal music. No one can doubt the value of music properly taught in the public schools, but to the minds of those who have had experience in teaching, the question naturally arises as to the limit of the work which is being constantly added to the already over-worked teachers, and the still more over-loaded course of study. County examiners will need to execute this new provision, when the time arrives for it to go into effect, with some degree of liberality or some very excellent teachers will be compelled to leave the vocation. Fortunately the date, January, 1902, gives reasonable time for preparation.

The law relating to the effects of alcoholic drinks and narcotics on the human system has been amended so as to require boards of education to make provision to give definite time and place for this branch in the regular course of study; also that instruction in the best methods of teaching this branch shall be given in all teacher's institutes, etc. It is made the duty of the School Commissioner to enforce the law, and a penalty of \$25 is to be levied upon any school official or employe who neglects to comply with its provisions.

We fully realize that any criticism of such legislation is always

misconstrued by those who favor it, but notwithstanding this fact, we must give expression to our honest conviction that the amendments to this law are neither beneficial nor necessary. We have always believed in and practiced *total abstinence* which fact ought to be evidence of our sympathy with the cause of true temperance and every movement looking to its real advancement, but we do not believe that the cause of temperance will ever be aided by requiring that certain facts regarding the effects of alcohol which are known by a very large majority of children even before they start to school, shall be taught and retaught until they become wearisome and monotonous. Then again, we do not think the teachers of Ohio are so devoid of all conscience and principle as to require the penalties of the law to urge them to a performance of their duties. The great majority of them are performing their full duty, as they see it, to the cause of temperance, and they are perfectly competent to do their work in an intelligent manner without any law to tell them exactly when, how often, and under what circumstances they shall act. The teaching of temperance is more a moral than a scientific problem, and it is always well to remember that the successful teaching of morals does not depend upon the time devoted to the work so much as upon the spirit in

which it is done. It is possible that some people may imagine that a boy can be made truthful and honest by telling him so many times a day for a number of years that lying and dishonesty are bad habits which always work harm to those who practice them, but we all know that the mere telling of such things to children is no guarantee that they will become truthful and honest. We cannot teach morals as we teach the multiplication table. We believe in the teaching of temperance along with all the other virtues, and we are sure that the teachers of Ohio are honest and conscientious in this great work of character building, and because of their earnestness and consecration to their work, we look upon any law which aims to tell them just how often they shall teach any subject, and then threatens them with fines and penalties if they do not comply as an unwarranted interference which can bring no good to the schools.

THE people and teachers of Quincy, Massachusetts, celebrated the twenty-fifth anniversary of the "Quincy Movement" in education, April 20, by meeting in the old Stone Temple. Colonel Porter, the first mayor of Quincy, presided, and Dr. William T. Harris, United States Commissioner of Education; Dr. Nicholas Murray Butler, Dean of Philosophy in Columbia University; Robert C. Met-

calf, Supervisor of Schools, Boston; Orville T. Bright, Superintendent of Schools in Cook county, Illinois, and Colonel Francis W. Parker made addresses. We regret very much that we have not space to publish all of Colonel Parker's address. The following paragraphs characteristic of the colonel are quoted:

"Good people do not easily alter their ideals of education. I have sometimes thought that theology had the deepest and strongest hold upon the human mind, especially in New England; but that is not true; educational ideas are by far the slowest to change. Noah Webster is mightier than Jonathan Edwards, technical grammar, than predestination. It is useless for any one who attempts to improve education to complain; the right way is to recognize the situation and make the best of it. Human progress is measured by the time it takes for a good idea to get into life."

"The battle for the common schools is the battle for human liberty, and Quincy was fortunate in the defenders of that which lies at the basis of our Republic."

"Those who seek for some special and peculiar method or device in the Quincy Movement will never find it. Faith, ideal spirit, explain all that pertains to our success, whatever that success may be. The outcome was what may always be expected under similar circumstances—progressive movement. If you ask me to name the best of all in results, I should say the more humane treatment of little folks. We tried to teach them, 'not as children or as pupils, but as hu-

man beings.' Each child has his own individuality, his stream of thought, his desires, his hopes and fears, his grief and joy. In school the child has too often a separate stream of thought, or a stagnant pool, totally separate from his real life. A child should have one life, wholesome and complete, and the home life and the school life should each supplement the other. However loving a teacher may be, the method of teaching rarely discloses a deep sympathy, which is the best there is in any teacher. We tried to make the children happy, so happy that they should love to go to school. The rod was well-nigh banished. The doctrine of total depravity will have much to answer for in the day of judgment. Flogging is the direct result of the belief that the child is innately bad, and must be whipped into goodness."

"We stand to-day at the beginning of an educational movement that means the salvation of the world, and its elements are faith, spirit, open-mindedness, and work. The teachers are not responsible for what wrong ideas may exist, nor can school committees be justly blamed. The common school was born of the people, it is supported by the people, and its faults are found in the people. The people must demand, and they will receive; they must knock, and it shall be opened unto them. We are bound by tradition, by mediæval ways and deeply rooted prejudice. The good that has been done is simply a foretaste of what is to come. Our ideals are low. The future demands an education into free government, a strictly American education, an education to meet the demands of these times,

with their world-problems that are weighing us down and the ever-increasing duties of citizenship. I repeat, not by the guns of a Dewey or the battalions of Roberts or Kruger must these problems be worked out, but in the common school, where the quiet, devoted, studious, skillful teacher works out the nature and laws of life, complete living, and the righteousness that is to be."

NORMAL SCHOOLS.

My Dear Editor.—Permit me to express in the MONTHLY the great satisfaction afforded me by the recent praiseworthy efforts of the teachers of Ohio to secure state provision for normal training.

This is the first time in the history of the state that a normal school bill has been introduced into the General Assembly and pushed to a vote. On two or three previous occasions initiatory efforts have been made to secure normal school legislation, but they were not carried into the General Assembly and there made an issue.

It is believed that the normal school bill introduced into the present General Assembly has had the earnest support of a larger number of intelligent petitioners and organizations than any other bill ever presented to the General Assembly, and but for the extraordinary demands of the Toledo centennial, the bill would now be law. The bill, with several of its friends absent, lacked only four votes in the House to make the necessary constitutional majority.

The bill as introduced in the House by Mr. Seese provided for the establishment of one central Normal College of high grade and four State Normal Schools, one in each of the four quarters of the state. This was an ideal plan for organizing normal training in Ohio and, as United States Commissioner Harris recently assured me, its adoption would have put Ohio in advance of all other states in the initial organization of normal schools. It may have been a mistake to provide in the bill for the organization of the Normal College in connection with the Ohio State University. It would probably have been better if the organization of a Normal College had been left for a separate bill. But the mistake, if one, was mine, for it was on my recommendation that the provision for a State Normal College was put into the bill.

My advice to the friends of normal training in Ohio is to pick their flints and try again. The bill for four normal schools and one normal college received more votes in the House than the substitute bill for one normal school, and this will be true in the next General Assembly. It is not possible to arouse much interest in the organization of a single normal school in so large a state as Ohio. Four normal schools, one in each quarter of the state, should be the *minimum demand*. Nothing less should be asked for, and then there

should be kept in mind the adding of a normal college for the training of high-grade teachers, principals and superintendents.

It may be possible for the departments of pedagogy in the state universities and the colleges to provide more or less *pedagogical instruction*, but these institutions can never meet the demand for NORMAL TRAINING so imperatively needed by the teachers of our common schools. The experience of all school countries shows that the demand for trained teachers can only be met by the organization of institutions for this special purpose. I hope to live long enough to see a system of normal schools in Ohio.

It may be wise to provide for the maintenance of the four normal schools by adding a tax of say one-tenth of a mill to the state tax for the support of schools. The four best state normal schools in the United States can be sustained in Ohio at an aggregate expense not exceeding \$100,000 a year.

Most truly yours,

EMERSON E. WHITE.

Columbus, O., April 14, 1900.

The preceding article was accompanied by a note from Dr. White stating that he did not ask the editor of the MONTHLY to endorse his positions, and granting the privilege of taking exceptions to any of the statements made without the least offense. We, therefore, feel free to make a few

observations in this connection which, no doubt, will be misinterpreted and misconstrued by a few who want to misinterpret and misconstrue them, but which we feel will be understood by the majority of our readers.

We do not think that the demands of the Toledo centennial had anything to do with the failure to pass the Normal School Bill. As is well known the latter bill carried no appropriation with it, and could not, therefore interfere in any way with the former.

The provision of the bill for establishing a Normal College at the Ohio State University was not a mistake and was in most respects the most popular provision in it. The Ohio State University has never been more popular with the Legislature than under the splendid administration of President Thompson. This was evidenced by the passage of the bill increasing the state levy for the next two years, for building purposes, by an almost unanimous vote.

It is not wise to discuss at present the real reasons for the defeat of the Normal School Bill, but they are well known to many, and will be forthcoming when necessary.

Dr. White's advice to the friends of normal training in Ohio "to pick their flints and try it again," will no doubt be heeded, but we feel sure that in the future the muskets will be loaded with

very different ammunition from some of that which was fired the past winter, and that the game which is aimed at will also differ in many important characteristics. When Ohio makes provision for normal training, we believe that she will know definitely what she is going to establish, and see to it that the schools which she does establish shall have that high standing which will be a credit to the state, and not simply create a so-called system of schools without any guarantee as to their efficiency, whose only object would be to create places for a few individuals who propose to control them.

PUT-IN-BAY MEETING.

The next meeting of the Ohio State Teachers' Association will be held at Put-in-Bay, June 26, 27, 28. In arranging the program for this meeting the Executive Committee kept in view the Association's own resolution, "That the morning and afternoon sessions be given to the General Association with sessions not to exceed two hours in the forenoon, and one and a half hours in the afternoon, and that all departments or sections arrange their programs not to interfere with this schedule."

The program in full will appear in the next issue of the MONTHLY, and will be recognized as one of unusual strength and compass. It has been the aim of the Committee to bring before the teachers of the

state discussions of questions of present interest, and which are demanding our immediate attention.

A few half-hour addresses on educational topics of a general nature will be given. It is thought that a brief address, well prepared, on some such subject as "Educational Ideals" should be interesting and inspiring.

Hotel rates will be the same as last year, two dollars (\$2.00) a day, two persons to occupy one bed; two and one-half dollars (\$2.50) a day, two persons in a bed with room and bath; three dollars (\$3.00) a day, with one person in a bed with room and bath; two and one-half dollars (\$2.50) a day, one person in a bed.

The managers of the Hotel Victory have assured us that the accommodations will be equal in every particular to those of last year.

Railroad arrangements have not been fully completed. The rate will be one fare for the round trip. We hope to secure time extension on these tickets so as to give an opportunity, to all who may wish it, to make a tour of the lakes after the association adjourns.

Those reaching Put-in-Bay by the way of Toledo may rest assured that the schedule of the steamer Ogontz will go into effect June 25, and will be in readiness at Toledo for any late comers who may miss the morning boat. Boat arrangements at Sandusky will be the same as last year. Cleveland is not yet

satisfactory. We hope to arrange for the departure of a boat in the afternoon.

Fellow teachers, let us try to make this the largest and most enthusiastic meeting of all. It is a fine opportunity to combine profit and pleasure. Let everybody urge his neighbor to come. Yes, come, for all things are now ready.

J. L. MACDONALD, *Sec'y.*

THE TRIP TO CHARLESTON.

The Ohio Committee on Transportation for the National Educational Association which meets at Charleston, S. C., July 7-13, 1900, are doing all in their power to arrange a pleasant and profitable trip for all who desire to attend. Ohio enjoys the honor of the presidency this year and it is desirable that she send the largest delegation in her history. While those who wish to do so may go and return by any "direct route," the committee has arranged the following "diverse route" which passes through the most historic and picturesque regions of the south. By leaving home on the most convenient line, Ohio teachers can reach Cincinnati by 7 p. m., Thursday, July 5. A special train will leave Cincinnati over the Q. and C. at 8 p. m., Thursday, reaching Chattanooga at 7 a. m., next day. Friday, July 6, will be spent in visiting the great battlefields about Chattanooga, Lookout Mountain, Missionary Ridge, and Chickamauga. It is

expected that rates will be granted by the Lookout Inn on the mountain where the famous "battle above the clouds" took place and that Friday night will be spent there.

A special train will leave Chattanooga over the Southern Railroad on Saturday, July 7, at 7 a. m. for Charleston, via Atlanta and Augusta, passing through Dalton, Rome, and other places made famous as battlefields of the civil war. A number of stops will be arranged for at interesting places along the line. The special train will reach Charleston early Sunday morning.

RETURNING.

An option is given by direct or diverse route i. e. by the route used in going or by one of the routes leading through Washington and any one of the Ohio River gateways. Tickets will be on sale July 3, 5, 6, 8, but holders must reach Charleston not later than July 10. The limit for return is Sept. 1, 1900. Arrangements will be made for deposit of tickets during stop over at Charleston, Richmond, Norfolk and Washington, free at all points except Washington where a charge of \$1.00 will be made to sustain agency expenses.

The following are the rates for round trip including \$2.00 for membership, from Cincinnati: going and returning by the same route, \$21.85; going as above and returning by way of Washington, \$28.60.

HOTEL RATES.

Charleston Hotel, \$3 and upwards; Hotel Calhoun, \$4 and upward, one in a room, \$2.50 and upward, two in a room; Mills House, \$3 and upward, one in a room, \$2 and upward, two in a room; other hotels, \$1 and upward. A number of hotels located on the beach but connected with the city by electric lines will make special rates. A number of the most prominent boarding houses offer a rate of from \$1 to \$2 per day and 50 cents for lodging only.

The people of Charleston will throw open their homes and the local committee expect to assign a large proportion of the visitors to the best homes of the city. The pay received for such entertainment will go to a selected charity. For entertainment in private families which will give a grand opportunity to become acquainted with the social life and characteristic hospitality of the south, application should be made early to Mr. Jno. A. Smith, Chairman of Committee on Accommodations. As soon as definite rates can be secured for different cities in different parts of Ohio a circular of detailed information will be issued by the committee on transportation. For further information, write the nearest member of the committee: Supt. J. A. Shawan, Columbus; Prof. Jno. A. Heizer, Norwood, Cincinnati; Prin. E. L. Harris,

Cleveland; Supt. N. H. Chaney, Chillicothe; Supt. R. E. Rayman, East Liverpool; Supt. R. W. Mitchell, Defiance.

PRIZE ESSAYS ON SCHOOL HYGIENE.

At the meeting of the Department of Superintendence of the National Educational Association at Chattanooga, Tenn., in 1898, a committee of nine members, with Hon. W. T. Harris, Commissioner of Education as chairman, was appointed to propose a plan for prosecuting a scientific inquiry for the determination of the factors involved in the proper seating, lighting, heating and ventilating of school buildings. That committee made a preliminary report at the Columbus meeting of the department in February, 1899. The report was also presented to the National Council of Education at the Los Angeles meeting of the Association in July.

In accordance with the recommendations of the report, the Council appointed a committee consisting of A. R. Taylor, President State Normal School, Emporia, Kan.; W. T. Harris, United States Commissioner of Education, Washington, D. C.; George P. Brown, Editor School and Home, Bloomington, Ill.; W. F. King, President Cornell College, Mt. Vernon, Ia., and Aaron Gove, Superintendent City Schools, Denver, Colo., to ask the Board of Directors of the general association for the

sum of \$1,200, to be offered to experts for prize essays on the subjects named, and, if the amount should be granted, to make formal propositions for the same.

The allowance was made and the committee offer the following prizes, subject to the conditions hereinafter named:

For the best essay submitted on each of the following topics: the seating, the lighting, the heating, and the ventilating of school buildings, \$200.

For the second best essay submitted on each topic, \$100.

Each essay shall be limited to ten thousand words and shall be submitted in printed or typewritten copy without signature, but with name of author enclosed with it in sealed envelope and addressed to the chairman of the committee at Emporia, Kansas. Three copies of each essay shall be submitted. They must be mailed not later than February 1, 1901. The essays and envelopes will be properly numbered for identification and the former forwarded to three experts to be hereafter appointed by this committee. Each expert will be ignorant of the appointment of the others and their combined judgment shall determine the award. Should no essay on any topic be found worthy of an award and publication, the committee reserve the right to withhold the same.

The committee reserve the exclusive right for the National Ed-

ucational Association to copyright the prize essays and to publish the same for general distribution.

The committee desire that each essay shall treat each topic independently, and be complete in itself, no reference being made to statements contained in another essay. Generalities and speculations are not desired, neither are detailed technical formulæ and demonstrations. Each essay should present concisely and comprehensively the problem to be solved and the scientific principles involved; should discuss briefly the construction of the school building as related to the problem of sanitation in general and to the specific subject of the essay in particular; should describe in detail sufficient for the apprehension of the average teacher the conditions and mechanisms by which the best results may be obtained; should include figures and diagrams illustrating general plan and principles involved; should set forth methods and devices for detecting defects and suggest remedies for the same in buildings already constructed; should give references to a few buildings where the system has been adopted; and should be supplemented by a brief bibliography of standard authorities on the subject discussed and a short list of manufacturers of approved devices and supplies for carrying out the plans advocated by the author.

The essay on ventilation should

include full suggestions concerning the use of disinfectants.

Should the awards on two or more essays be made to the same person, he will be permitted to revise and unify the manuscript before publication by the committee.

A. R. TAYLOR,

Chairman of Committee,

Emporia, Kansas.

IRWIN SHEPARD,

Secretary N. E. A.,

March 20, 1900. Winona, Minn.

EDUCATIONAL NEWS.



HON. LEWIS D. BONEBRAKE,

Renominated for State Commissioner of Common Schools by the Republican Convention, April 25, 1900.

—Dr. Hinsdale, of the University of Michigan, made an address to the Fostoria teachers recently. The Fostoria schools have expended \$250.00 in school-room libraries the past year.

—The Ohio State University announces Courses of Study in Botany and Zoology for the summer of 1900 at the Lake Laboratory at Sandusky. For full particulars address Prof. Herbert Osborn, O. S. U., Columbus, O.

—Glenville's recent Public School Exhibit excelled all previous ones in the character of the work displayed, and the interest shown by the patrons, over five hundred of whom inspected the work.

—The leading address at the last session of the Northeastern Ohio Teachers' Association was delivered by Dr. E. S. Cox, of Sidney. His subject, "English in American Schools," was handled in a masterly manner. Supervisor H. C. Muckley, of Cleveland, was elected president of the association for the coming year. The other officers are: Vice president, Virginia Davis, Collinwood; secretary, W. H. Kirk, East Cleveland; treasurer, J. M. H. Frederick, Lakewood; executive committee, F. J. Roller, Niles; Bettie A. Dutton, Cleveland; H. H. Cully, Glenville. The next meeting will be held at Youngstown, May 26.

—The following notice, which

reached the editor some time since, is published, after consulting Supt. J. W. Jones, of the Deaf and Dumb Institution, Columbus, O., with the hope that it may possibly help some one who has been so unfortunate as to lose his hearing:

To the Deaf:—A rich lady, cured of her deafness and noises in the head by Dr. Nicholson's Artificial Ear Drums, gave £1,000 to his Institute, so that deaf people unable to procure the ear drums may have them free. Apply to Department A, The Institute, 780, Eighth avenue, New York, U. S. A.

—Commencements: Trotwood, Madison township, Montgomery county, high school, seven graduates; Englewood, Randolph township, Montgomery county, high school, fifteen; West Manchester, Monroe township, Preble county, high school, three; Bradford, eight; Mendon and Union township, Mercer county, high school, six; Bath township, Greene county, high school, two; Jackson township, Preble county, high school, twenty-two.

—President W. A. Bell, of Antioch College, delivered a very interesting address on Horace Mann before the Dayton City Teachers' Association, April 13. The editor happened to be in the city at the time between trains and had the pleasure of listening to it.

—One of the most pleasant rail-

road trips it has ever been our privilege to enjoy was made over the Delaware, Lackawanna and Western a short time since to meet an institute engagement at Scranton, Pa. The road-bed is excellent, the train schedule fast, and the dining-car service the very best. The absence of smoke and dust, due to the use of hard coal, and cinder ballast, adds greatly to the enjoyment of the trip. In 1899, Mark Twain sent the following characteristic telegram to the manager of the road. It speaks for itself:

"Elmira, N. Y.

"Left New York on Lackawanna Railroad this A. M. in white duck suit, and it's white yet."

—The Northern Indiana Normal School at Valparaiso grows more popular each year. See advertisement of their Summer School in this issue.

—The spring session of the Richland County Teachers' Association was held at Lexington, April 7. The first paper of the morning session was an interesting "Biographical Sketch of Pestalozzi," by Grace Courtney. This was followed by a discussion of "The Weakest Point in Preparation of Teachers," by Supt. H. H. Phelps, of Lexington. Supt. E. J. Ramey, of Butler, then read a carefully prepared paper on "Music in the Public School." Supt. John F.

Kramer, of Lucas, talked briefly and pointedly on "The Practical in Spelling," and the forenoon session closed with a paper on "Primary Language Work," by Emma Sharp, of Belleville. At the afternoon session Supt. W. S. Lynch, of Shelby, opened the program with an earnest, thoughtful consideration of "The Teacher and His Work." Principal D. C. Meck, of Mansfield, followed with a comprehensive and clear outline of the "Purposes of Nature Work," and the session closed with a talk by the editor on "The School as an Opportunity."

—Supt. John Morris, of Covington, Ky., has been re-elected for two years at an increase of \$300.00 a year in his salary, and has also been appointed as a member of the State Board of Examiners. His many friends in Ohio, where he taught for many years with marked success, will be glad to learn of this recognition which he has so honestly earned.

—The Northwestern Ohio Superintendents' and Teachers' Round Table held its fourteenth annual session at Ottawa, April 6 and 7. The forenoon, Friday, was spent in visiting the schools, and the work proper was begun at 1 P. M. It is not possible to refer even briefly to the many questions so ably discussed, but among the most important were the follow-

ing: "Is the Criticism of the Public Schools at the Hands of the Various Magazines Just?" "Can Self-Government in Schools be Made a Success?" "Scientific Temperance Instruction," "Graduating Exercises for Large Classes," "The Greatest Educational Need of Ohio." With reference to the first it was the consensus of opinion that most of the criticisms were by those who hoped for notoriety by making sensational statements, and in most instances there were no grounds for their attacks. In regard to the second topic all seemed to think that the principle of self-government might be utilized, but that to rely upon it entirely would be visionary. With regard to "Temperance Instruction," there was a decided opinion that we make a mistake in caviling over the "scientific" effects of alcohol, instead of placing the stress upon the moral, mental and physical injury due to its habitual and excessive use. Superintendents with much experience in those matters say the public still prefers, when possible, the old-fashioned commencement where each graduate speaks "his piece." Resolutions were adopted thanking Dr. W. O. Thompson, president of the Ohio State University, for his able address on Friday evening; also a protest against the practice in some of our smaller towns of requiring graduates to secure a teacher's cer-

tificate before receiving a diploma. The following clauses of the report of committee on resolutions we quote in full:

"That we urge upon the Ohio Legislature the passage of the Anti-Cigarette Bill as the most urgent matter of school legislation now before that honorable body.

"That we deprecate the unscrupulous methods resorted to by certain agents of publishing houses in their attempts to further the interest of their firms at the expense of a unified school sentiment in a community."

Supt. M. L. Hard, of Bowling Green, was the able presiding officer of the meeting and did much to make it a success. The meeting in 1901 will be held at Lima, with the following officers: *President*, Supt. J. W. Smith, Ottawa; *secretary*, Miss Rose Dunathan, Van Wert; *executive committee*, Supt. C. C. Miller, Lima; Supt. R. W. Mitchell, Defiance; Supt. T. W. Shimp, Upper Sandusky.

—The Eastern Ohio and Western West Virginia Round Table, which will hereafter be known as The Ohio Valley Round Table, held a good session at Moundsville, W. Va., April 6 and 7. "The Pollard System," "Should Latin and Algebra be Taught in the Eighth Grade?" "Are the Schools Made for the Pupils or the Pupils Made for the Schools?" "Free

Text-Books," and "University Extension Work" are a few of the many questions discussed. The next meeting will be held at Martin's Ferry in October.

— Superintendent M. E. Klingler, of Latty, O., has been appointed a member of the Paulding county board of school examiners to take the place of J. H. Secrest who resigned.

— The third annual meeting of the Bi-County Teachers' Association of Mercer and Auglaize was held at St. Marys, Ohio, April 14, 1900. At 9:30 a. m., Mr. W. U. Young, of St. Marys, called the association to order. A number of Round Table Topics were discussed.

The most interesting features of the morning session were the six-minute talks by the following gentlemen: C. E. Thomas, of Mendon on "Good State Laws;" L. H. Beeler, of Rockford, taking as his subject "The Professional Spirit Among Teachers;" H. H. Helter, on "Literary Work in Public Schools," James Ross, of Ft. Recovery, "Are Pupils Overworked?"

It was then moved that the following resolution be placed upon the minutes of this Association and a copy be sent to the State Legislature: "That we the teachers of Auglaize and Mercer counties are opposed to the present Bill on Narcotics before the State Legislature."

The afternoon session was one which will long be remembered by all who heard the instructive lectures on "Development of the North American Continent," by Prof. Bownocker, and on "Thomas Jefferson," by Dr. Gordy, both of O. S. U.

These well known professors made the program the most entertaining and practical ever enjoyed by the local organization.

— The members of the O. T. R. C., of Crawford county, held their third annual meeting at Bucyrus, March 31. Two years ago the county had 73 members in their Reading Circle. Last year nearly 200 teachers, more than enough to supply the schools, were enrolled. This year the enrollment will be still greater. The meeting was very interesting and helpful. Papers were read by J. E. Myers, "Burke's Speech on Conciliation;" J. W. Haller, "The Louisiana Purchase;" Miss M. E. Stauffer, "The Vision of Sir Launfal;" A. A. DeRoche, "Coleridge and His Masterpiece;" F. E. Assenheimer, "The Ancient Mariner;" R. A. Garvin, "The Monroe Doctrine;" W. J. Miller, "Kentucky Caverns;" S. A. Gillette, "How to Secure Systematic Reading By Pupils;" I. C. Guinther, "The Personality of the Teacher." Nearly every paper was followed by spirited round table discussions. A committee on

resolutions asked the State Board of Control to give us an elementary text on Art Study; when a choice between two books is allowed, to choose books of unequal degrees of difficulty; to place Clarke's "How to Teach Reading" upon the course. County Examiner G. W. Miller is serving his second year as President of the County Circle.

—The last meeting of the Madison County Teachers' Association was held at Mt. Sterling, April 14. The morning program furnished a paper on "Our Army and Navy," by J. E. Baker, an oration by C. C. Crabbe, and an address by Supt. C. W. Bennett, of Piqua. At the afternoon session E. W. Johnson delivered an oration, Supt. McVay, of Washington, C. H., made an address on "Moral Training," and Supt. Bennett on "The Teacher's Sources of Power."

—The last session of the Wyandot County Teachers' Association was one of the best ever held in the county. It was well attended by teachers, patrons and pupils. The forenoon session was opened by a musical exercise by the pupils of one of the fifth grades of Upper Sandusky schools. Papers were read by Superintendents Plumb, of Nevada, and Shimp, of Upper Sandusky, the first on "The Teacher's Relation to Society," the second on "Professional Reading."

The principal Round Table discussion was upon Spelling: Defects and Remedy. Commissioner Bonebrake gave some very excellent ways of improving our spelling.

The afternoon program opened with music by one of the first grades. T. D. Lanker, probate judge of Wyandot county, made the first address of the afternoon on "The Schools of the Past and the Present." He spoke very encouragingly of the improvements that have been made in our educational work in the last generation.

A chorus of girls from the high school of Upper Sandusky next rendered a selection "Hither, Fairies, Trip."

Commissioner Bonebrake was next introduced and gave a very entertaining and helpful address on "Leadership in Education."

—J. S. Royer, for several years superintendent of the Versailles schools, has moved to 247 North 17th Street, Columbus, where he will be glad to meet his friends at any time.

—Commissioner Bonebrake addressed the Cincinnati Teachers' Association at its April meeting on "Educational Leadership." After the meeting about thirty of the principals gave a banquet at the Palace Hotel which was followed

by a reception at the Teachers' Club. The following morning, the Commissioner addressed the Principals' Association on "Some changes that have come about in the educational affairs of Ohio in the last quarter of a century, and the changes that seem necessary to place Ohio on that pinnacle of educational greatness to which she is so justly entitled."

—C. M. Eikenberry has been unanimously elected superintendent of Monroe township, Preble county, high school, and salary increased \$10.00 per month.

—Supt. Ed. A. Evans, of Pataskala has been unanimously re-elected for his sixth year. Walter Painter remains in charge of the high school and the music another year.

—A successful meeting of the Summit County Teachers' Association was held at Akron, O., April 14. "Cultivating the Ideal" was the subject of a paper by Supt. M. C. Heminger, Clinton. He said that one's ideal is one's guiding star, and that success depends on this ideal. It is the duty of the teacher to help the children to create the right ideals. Mr. Knight, Mr. Burrell, Mr. McFarland, and others participated in a rather humorous discussion of this paper. A lesson in "Primary Number" was given by Miss Esther Slabaugh.

She successfully developed the idea of 1-8 2-8 etc. by the use of blocks and pint and other measures. Miss Ella Kilmer in her paper on "Take Care of the Boys" said that there is a tendency to put men's heads on boy's shoulders; that boys should read what is fit for them to read; that teachers must have soul power and must reach them in some way. This paper was discussed by Mr. O. W. Krull, and Dr. Samuel Findley. Dr. Findley said that we are doing much good when we do not know it that we ought never to yield, never to give over, never to cease our efforts; and that we should get a boy when he is off his guard. Wisdom, patience, and earnestness are indispensable.

—The Annual City Teachers' Association of Van Wert was held in High School Hall April 14. The Van Wert "Daily Bulletin" says:

The Van Wert Public Schools, and their patrons, have last week enjoyed a privilege never before accorded in this town, and seldom or never given places of many times its population. President W. O. Thompson, of the Ohio State University, has devoted two days to the local schools and school interests. He attended the Patron's Day celebration at Third Ward and High School, delivered a lecture at the First Presbyterian church and addressed a meeting of the City Teachers' Association.

Other special features of the day

were an excellent paper on Language in the Grades by Miss Ruth English of the Lima Training School, A School Period, with Primary Class by Miss Ella Bergert a most excellent primary teacher of Van Wert, with twenty of her pupils and a very interesting and helpful paper by Mrs. Laura Ressler Sharkey on "The Child." Excellent music was furnished by a fine array of home talent and the meeting was in every way a great success. The School Exhibit and Patrons' Day exercises, April 12, were both largely attended by appreciative patrons.

—The Coitsville township, Mahoning county, schools, under the direction of Supt. S. W. Allen, held a very excellent School Exhibit, March 31.

—Supt. S. E. Pearson of Anna has been re-elected for his sixth year at an increased salary.

—Supt. C. L. Martzloff after being elected at Buchtel, re-elected at Glenford, at an advance of \$100.00, and elected at Junction City, all at once, has accepted the last named position.

—The thirty-third semi-annual session of the Western Ohio Superintendents' Round Table met in Dayton, March 29 and 30, with J. D. Simkins president and sixty-five members present.

The committee had selected sixty-five topics for discussion. As usual, many questions were not decided, though each one present was benefited by the fruitful experience of others. One member said, "I believe and do not believe what each man has said. The real value is to be stimulated and then go home and work out our own salvation." Two year courses were recommended for township high schools where longer ones can not be provided. In many towns biological teaching of botany is taking the place of the time honored systematic method. Sixty to one hundred and fifteen hours are devoted to the subject. With three exceptions, the use of a language book in the hands of the pupils below the fourth grade was not approved. There was a prevailing opinion that English will be strengthened by a better correlation of rhetoric, classics and text-book literature. There is an increasing interest in teaching that gives greater familiarity with birds, animals, trees, rocks, etc. Children have a keen interest in the common things that enter into their lives and help them to grow. Many believe that the time limit in all subjects should be abolished; that if life, spirit and growth are the objects to be attained, the teacher's work must not be burdened or reduced to drudgery. Resolutions were unanimously passed, in favor

of the enactment of a law that will thoroughly and effectively prohibit the sale of cigarettes in any form or manner whatever; endorsing and supporting the teaching of the fundamental principles of temperance in the public schools; deeming the recent Bill before the General Assembly, regulating the teaching of temperance, as pedagogically unfair to the profession and unwise in policy; and condemning the enactment of any law prescribing the measure of time to be given to any subject. New officers elected were, President W. S. Cadman, Norwood; Secretary, T. A. Edwards, Xenia; Executive Committee, R. W. Himes, Covington, and F. Gillum Cromer, Franklin.

—Supt. J. P. Sharkey of Van Wert has been unanimously re-elected for two years, and salary increased to \$1800.00.

—The Morrow county Teachers' Association held its third bi-monthly meeting at Marengo, Saturday, March 24, 1900. Papers were presented by Supt. F. F. Leonard, Sparta; Samuel Hindman, Iberia; Mazie E. Gray, Fulton; Carrie G. Clark, Stanton-town; Belle French, Shauck. Round Table topics were discussed by Supts. Spear, Wilson, Adams of Centerburg and others. An address was given by Prof. B. F. Jenkins of Chesterville.

—Supt. E. C. Meyers has been re-elected at Ashville for the third year at an increased salary.

—The combination rate for the Ohio Teacher and the MONTHLY for \$1.50, closes May 15, 1900.

—Supt. Arthur Powell of Marion, delivered the principal address at the joint meeting of the Franklin County and Columbus City Teachers' Association, April 21, on "The Mission of the Scholar."

—Supt. G. R. Anderson of Edgerton has been unanimously re-elected for another year.

—H. C. Koehler of Louisville has been re-elected as superintendent of the schools of that town, and also of the township, and combined salary increased to \$1025.00.

—With the exception of the N. E. A., the Northern Indiana Teachers' Association is the largest association of teachers of which there is any record. The last meeting held at Logansport, March 30 and 31, was a record breaker in attendance, enrolling over 2800 paid members. The large rink held nearly 2000, and the overflow meeting, at which the addresses were repeated, numbered about 800 more. The speakers were David Starr Jordan, President Leland Stanford, Jr., University, and the editor.

—Supt. W. W. Chalmers of Toledo has been unanimously re-elected for two years.

—The fourth bi-monthly meeting of the Clinton County Teachers' Association was held at Blanchester, Saturday, April 21. The entire morning session was devoted to a consideration of Grammar and how to teach it. Two very interesting papers on this subject were read, one by G. G. Ireland, of Cuba, and the other by A. I. McVey, of Martinsville. The papers were interestingly discussed by a number of teachers. In the afternoon Prof. J. A. Bownocker, of the Ohio State University, spoke for more than an hour in a most interesting manner on the "Glacial Period in North America." President J. W. Withers, of National Normal University, Lebanon, O., delivered an address on "Moral and Intellectual Freedom." His address was an excellent one and was much appreciated by the audience.

—Supt. B. O. Martin, of La Grange, has been re-elected for two years. The schools of La Grange township are also under his supervision.

—Antioch College will run a Summer Normal School of six weeks, beginning June 25, 1900. For information regarding the same, address President W. A. Bell, Yellow Springs, O.

—Supt. I. C. Guinther, of Galion, has been re-elected for another three year term.

—P. D. Amstutz has been re-elected at Pandora with an increase in salary. The third commencement of the Pandora high school was held April 12, with eleven graduates. The school term has been lengthened for next year to eight months.

BOOKS & MAGAZINES.

Ginn & Co., Chicago, Ill.:

"Contes et Saynètes." Edited with notes and vocabulary by T. F. Colin, Ph. D. Mailing price, 65 cents.

E. L. Kellogg & Co., New York and Chicago:

"Among Ourselves," A Schoolmaster with His Friends at the Round Table. By A. R. Taylor, President State Normal School, Emporia, Kan.

D. C. Heath & Co., Chicago:

"Aus meinem Königreich." Tales from the Carpathian Mountains. By "Carmen Sylva" (Queen Elisabeth of Roumania). Edited by Dr. Wilhelm Bernhardt. Price, 35 cents.

"José." Edited by F. J. A. Davidson. Price, 80 cents.

"Jettalura." Edited by A. Schinz, Ph. D. Price, 30 cents.

Charles Scribner's Sons, New York:

"Lobo, Rag and Vixen," and Pictures. By Ernest Seton Thomp-

son. Selected stories from "Wild Animals I Have Known." Price, 60 cents net.

"Practical Public Speaking." By S. H. Clark and F. M. Blanchard, of The University of Chicago. An excellent text-book for colleges and secondary schools. Price, \$1.00 net.

"Logic and Argument." By James H. Hyslop. The work combines elementary logic with argumentative discourse. Price, 75 cents net.

"The Forms of Prose Literature." By J. H. Gardiner, Instructor in English at Howard University. Price, \$1.50 net.

"Introduction to Ethics." By Frank Thilly, Professor of Philosophy in the University of Missouri. Price, \$1.25 net.

Werner School Book Co., Chicago:

"Great American Educators." With Chapters on American Education. By A. E. Winship. The object of the book is to help teachers to interest children in great educators.

"Nations and the Decalogue," "A Nation in a Hurry," and "The Lamp of Liberty" are three of the leading articles in "The Atlantic for May." Teachers will be specially interested in an article on "School Reform," by Hugo Münsterberg.

Andrew Carnegie contributes an article to the "May Century," taking the ground that trusts are good for the workingmen. In the same magazine, "The Real Danger of Trusts" is pointed out in a vigorous editorial.

Governor Theodore Roosevelt contributes a valuable article to the May Number of "St. Nicholas" on "What We Can Expect of the American Boy."

Over fifty writers and artists contribute to the "May Ladies' Home Journal," among whom are Rudyard Kipling, Ian Maclaren and A. B. Frost.

"The Constitution and the Flag," "Uncle Sam's Legacy of Slaves," "Free Lectures in New York Schools" and "The Hay-Pauncetote Treaty" are among the many interesting topics discussed in the "May Forum."

In the May number of the "Review of Reviews" the reader will find "The Author of 'Lorna Doone,'" Richard Doddridge Blackmore in his Home," by R. W. Sawtell. Every lover of literature will thoroughly enjoy the account that Mr. Sawtell gives of his acquaintance with this noted author. Mr. Blackmore had always been called a "recluse," and a "misanthrope" by his fellow country men but he opened

his doors hospitably to an American expressing his gratification at receiving a visit from a representative of a country where some of his best friends lived.

It is the old, oft repeated story of a man "near to nature's heart" for he said when asked to tell something of himself: "A great part of my youth was spent near the boundary lines between Somerset and Devon. I enjoyed country life to the full, investigating the works of nature and

prying into hidden secrets, as well as the more visible and common."

On account of ill health Mr. Blackmore chose to become a gardener and horticulturist. Speaking of John Ridd Mr. Sawtell asked if in describing John and Lorna he had living examples in his mind to which he replied, "Yes, I had, but I think I trimmed John up a bit."

The visits mentioned by Mr. Sawtell were made in 1894 and 1895.



AMONG THE DAISIES.

R.-R.-

JUN 11 1900
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THE OHIO EDUCATIONAL MONTHLY

JUNE • 1900

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THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. XLIX.

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No. 6.

PSYCHOLOGY AND THE TEACHER.

BY CLARK WISSLER.

About two years ago Professor Münsterberg, of Harvard, stirred up quite a commotion in certain circles by a broad and sweeping statement that the study of psychology not only did the teacher no good, but that it contained a poisonous germ capable of ruining that teacher forever. This unpromising statement from one of the leading psychologists and philosophers of the country surprised every one and put Professor Münsterberg to the trouble of writing several articles and replies setting forth his real attitude toward psychology and education. It was seen later that his views upon the relation of psychology to education were but a part of his whole conception of the relation of psychology to life, all based upon philosophical ideas. The man best able to meet such an antagonist would be one pursuing psychology

in its relation to the affairs of social life in general. Professor Dewey is doing this very thing and in his presidential address to the American Psychological Association last December the long-awaited reply came.

First let us see what were Professor Münsterberg's contentions. He sets himself right by telling what he means by the study of psychology. Psychology has nothing to do with anything that does not assist directly in the analysis of mental life and its only business is to resolve this mental life into its elements in order to establish causal relations between them. Thus he ridicules the idea that child-study can ever be, except in a few rare cases, a study of psychology at all. He so rules out all special studies of fatigue, growth, interest, hygiene, etc., as not psychological at all, but yet,

he says, of great importance to the teacher. It is now evident that he is really insisting upon defining a limit to the extent of the psychological field, and then that what he chooses to call psychology is not a safe thing for the teacher. We are now up to the real point in Professor Münsterberg's philosophy. He contends that the everyday life of the world and psychology are irreconcilable, since psychology insists upon resolving a human personality into its elements, or regarding it as a mechanism, while the affairs of life demand that it be regarded as an indissoluble unit. Education is obviously one of the affairs of life and thus it is also irreconcilable with psychology. Briefly, then, any teacher who studies psychology (analytic psychology) will look upon the child as a psychological mechanism and thus be incapacitated for teaching.

Curiously enough, Professor Münsterberg believes that the results of this dangerous psychology are of great importance to the cause of education, if taken off somewhere out of sight of the teacher and worked up into theories of educational practice. In the meantime he advises the teacher to revel in history and literature, where he fancies she will deal only with personalities as wholes. We should thus have the spectacle of an organized corps of laborers attempting to follow blindly and with little faith a system whose origin

was a mystery, the solution of which meant professional suicide.

Professor Dewey regards education as a form of social practice, or life. Claiming that social science underlies social practice, he puts down the science of education as one of the social sciences. Psychology is also classified as a social science and thus underlies social practice. He sees no gulf between psychology and the practices of social life and asserts that progress has come only through the ability to see the elemental activities in the personality. He not only fails to see how the ability to resolve a personality into a complex psycho-physical mechanism will injure a teacher, but contends that this ability is absolutely essential to effective teaching. He says "the teacher reacts *en bloc*, in a gross wholesale way, to something which he takes in an equally undefined and total way in the child. It is the inability to regard, upon occasion, both himself and the child as just objects working upon each other in specific ways, that compels him to resort to purely arbitrary measures, to fall back upon mere routine traditions of school teaching, or fly to the latest fad of pedagogical theorists—the latest panacea peddled out in school journals or teachers' institutes—just as the old physician relied upon his magical formula."

"I repeat, it is the fundamental weakness of our teaching force to-

day (putting aside teachers who are actually incompetent by reason either of wrong motives or inadequate preparation), that they react in gross to the child's exhibitions in gross without analyzing them into their detailed and constituent elements. If the child is angry, he is dealt with simply as an angry being; anger is an entity, a force, not a symptom. If a child is inattentive, this again is treated as a mere case of refusal to use the faculty or function of attention, of sheer unwillingness to act. Teachers tell you that a child is careless or inattentive in the same final way in which they would tell you that a piece of paper is white. It is just a fact, and that is all there is of it. Now it is only through some recognition of attention as a mechanism, some awareness of the interplay of sensations, images and motor impulses which constitute it as an objective fact that the teacher can deal effectively with attention as a function. And, of course, the same is true of memory, quick and useful observation, good judgment and all other practical powers the teacher is attempting to cultivate."

All this resolves itself into the simple statement that teachers fail not because they have taken the life out of the child by resolving him into a mechanism, but because they do not understand the mechanism involved or fail to recog-

nize the presence of any mechanism whatsoever.

Professor Dewey goes still further and shows clearly that school practice has long been possessed of an underlying psychological creed; that there is an identity between the mental attitude of the child and the adult and that there is a difference in the motives which direct attention and secure mental power. A little reflection will show that our whole school practice is essentially based upon these assumptions. The results of psychological inquiry have for long shown these to be at variance with fact; that where identity was assumed a difference exists and where a difference was assumed identity reigns. Yet, notwithstanding all the thundering against regarding the child as a little adult and against the formal passive instruction of the child as contrasted with the self-appealing, problem-setting, self-activity-begetting methods employed with adults very little real reform has occurred. And this is precisely because the rank and file of teachers and school directors have failed to look at the matter psychologically so as to see the reality of the error. Just as the advance in the industrial world has been accomplished through the medium of advancing physical sciences, just so will the social progress go hand in hand with the advancement of the psycho-phys-

ical sciences. School superintendents know that even the introduction of small reforms necessitates the conviction of their teachers by means of scientific proof before anything can be done.

It is not my purpose to decide this question, but to set forth the real issue. Professors Münsterberg, Dewey and a host of others are agreed that superficialism, quackism, etc., are always to be condemned, yet not all would regard this a reason why everybody should be debarred from psychological study. They would, probably, argue also that a science of

education ignoring psychological principles would be an absurdity. The final point of interest for teachers in this discussion is that Professor Münsterberg insists upon them following precisely the prescriptions and recipes of a mysterious source of authority into which they dare not look, while Professor Dewey insists that no teacher can make true application of these principles of educational practice unless she knows the source from which they spring and the solid foundations of fact upon which they rest. One would make the teacher servile, the other free.

A MACHINE.

BY J. A. CULLER.

A boy who had studied algebra for a few weeks, once came to me with this problem: A knife has a certain number of blades in it; how many blades has it? He had gone as far as,—let X equal the number of blades, and wanted help in the next step.

Many people seem to have as exalted ideas of the magic possibilities of a machine as this boy had of X .

If people would expend as much effort in trying to find out what a machine is, as they do in trying to invent impossible devices, much less gray matter would be wasted

and much more good would be done.

A machine is a contrivance by which work can be done *advantageously*. This last word must never be left out of the definition. No machine can do work. Work may be done through a machine as an agent, but the machine is always in the way and never gives out all the energy we put into it, but their great convenience, and the fact that we can by them utilize energy in so many of its forms, makes them indispensable.

We must never get away from the fundamental principle that a

machine is a middle-man. It only hands on to a third party what it gets from the first, except the small frictional percentage which it collects for itself.

As we stated in our article on "A Constant Quantity," the sum total of the energy of the universe is a constant, and the only office of a machine is to transfer or transform it, never to create or destroy it.

Unless the reader is well grounded in these principles his thinking about machines will always be hazy and unreliable.

If a stone weighs one ton and is to be lifted fifty feet to its place in a building, then fifty foot-tons of work must be expended upon it to get it to its place, and all the windlasses, wheels, pulleys, and ropes in the world cannot put it there until that amount of work is done.

A barrel of water is to be raised from a forty-foot well. Then it does not matter what kind of a pump is used, the amount of work done on the water is exactly the same.

Let us, for illustration, represent energy by water, and a machine by a barrel. Now, if I pour forty gallons of the water into the barrel, I can have reasonable hopes that I may draw forty gallons from it; but imagine an inventor trying to construct a barrel of such a kind that, when he would put into it twenty-five gallons, he could

draw from it forty gallons. Strange as it may seem, the very people who try to make these "barrels" are the ones who do not believe in miracles.

The relation between water and the barrel is very similar to that between energy and a machine. Inventors can always safely rest on this foundation.

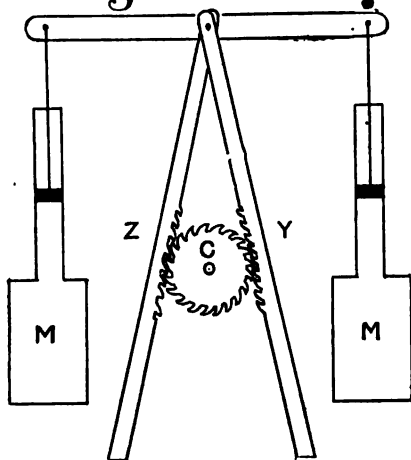
Mr. Keeley seems to have been led into his remarkable career of imposition by noticing that a tuning fork when vibrating in the hand can be heard only when held close to the ear, but when set down on the table it gives out a volume of sound which may be heard all over a large room. The whole mass of the table took up the vibrations of the fork, and the table in turn sent waves out through a vast volume of air. It probably seemed likely to Mr. Keeley that the little energy stored in the vibrating prongs of a tuning-fork could be made to do wonderful things if only a proper receiver could be made.

His idea was to construct a machine which would stand in the same relation to the first vibrating body as a table does to a tuning-fork. He at first, though misguided, was probably honest in his efforts, but as his hopes, one by one, were dashed to the ground, and those whom he had interested began to look with a doubtful eye, then was he led to resort to that trickery which marks him as one

of the princes in the realm of impostors.

One thing is plain; when we press the prongs of the fork together we store up just so much potential energy, and when the prongs are suddenly released, only that amount can be given out. This may be dissipated in heat or in sound or possibly in other ways, but whatever contrivance takes up this energy cannot get more than is given.

Fig. 1.



We read of a machine in the patent office, which never stops. It is a clock, but no one has ever wound it up and it will probably never "run down." This may seem like a perpetual motion machine, but a glance at the cut will show that it, like all machines, makes use of power from without. M M are vessels filled with mercury

up to the pistons. When the mercury expands the pistons will be raised and the arm Y will turn the wheel C to the left. When the mercury contracts, the weight of the frame will cause Z to turn the wheel in the same direction. To the shaft of C is attached the spring, which in turn runs the clock.

The changeable temperature in this latitude is enough to keep the clock running, and it will run till it wears out, for the same cause that will keep any other clock going if you do not forget to wind it up.

Let us now consider a machine of very general application, viz., the lever. The underlying principle of the lever as an agency for doing work to an advantage is the same as that for all machines. Work, let us remember, is done only when *resistance* is overcome through *space*.

A sandstone Hercules may carry the immense wall of stone and brick, but does no work, for there is no motion. So these two elements must always go together when we speak of work. Either one may be increased or diminished if the other is at the same time diminished or increased in such a way that their product will remain constant, and then the same amount of work will be done.

A lever then cannot relieve me of one iota of the work which I

do through its agency. Suppose that WP is a lever and FP is just twice as long as WF , then I will need to press down on P with a force in pounds just equal to half the weight W , but in moving W to w I must move P to p .

By geometry, Pp is twice as long as Ww , and so it is plain I have gained nothing in work. The machine, however, has been a great advantage to me, for I could not do the work at all without it.

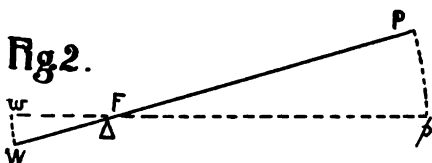
In a lever there is always a point which has no motion. This is called the fulcrum. The power arm is always the distance from the power to the still point, and the weight arm is the distance from the weight to the same point, and whenever the power multiplied by the power arm is equal to the weight multiplied by the weight arm, then the weight and power will balance on the fulcrum, and so it is not necessary that the two beam arms of a balance should be equal that we may get the true weight of objects. If a grocer had a beam balance like that repre-

at W till the beam balanced, and to prove that he was right he would only have to say that five times two equals ten times one.

There is a law for machines which holds true for all machines, viz.: The power multiplied by the distance through which it acts is always equal to the resistance by the distance through which it acts. In a lever the arms are always in the same ratio as these distances and may be substituted for them in the law. Levers are often divided into three classes, depending on the arrangement of power, weight, and fulcrum in relation to each other, but this classification is of no scientific value. A pair of shears is a machine composed of two levers of the class in which the fulcrum is between the power and weight. A crow-bar and the steel-yards are examples of the same class.

Another class can be seen in the wheelbarrow, the axis of the wheel being the fulcrum and the weight being between the power and the fulcrum. Suppose a weight of 600 pounds is placed on the barrow so that its center of gravity is two feet from the axis of the wheel and one takes hold of the handles six feet from this axis, then he would have to hold up 200 pounds of the weight and 400 pounds would rest on the wheel.

A good example of this kind of lever is found in the human foot.



sented in Fig. 2 and wanted to weigh out ten pounds of sugar, he would put a five pound weight at P and shovel sugar onto the pan

Fig. 3.



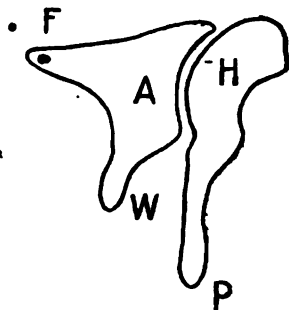
PF represents the foot, P being the heel and F the toes, the weight of the body coming between at W. When the muscles of the calf are contracted the strong tendon Achilles raises the heel and we stand on our toes. Suppose a man weighs 200 pounds. WF six inches, and WP two inches, then it is plain that this muscle must contract with sufficient force to raise 150 pounds to lift the heel from the floor.

An example of the third kind of lever is seen in the use of the radius of the forearm. Here the biceps muscle is attached at one end to the shoulder and at the other to a point between the elbow and hand. Here the power comes between the other two points. This kind of a lever always results in a movement of the weight with greater speed but with less intensity.

There is in the middle ear a delicate lever for the conveyance of sound vibration from the drumhead to the liquid of the inner ear. Almost every one knows of the existence of this minute chain of bones, but few seem to know how they are attached or how they operate.

Fig. 4 shows the hammer and anvil of these bones and they make up the lever with the fulcrum at F.

Fig. 4.



The point P is attached to the drumhead which, when it vibrates by action of sound waves, causes a backward and forward motion of W, with F as a still point. The stirrup is attached at W and by it this motion is conveyed to the liquid of the inner ear.

The power-arm here, which is the distance from P to F, is nine and one-half mm. long, while the short arm, which is the distance from W to F, is six and one-third mm. long, so the power-arm is one and one-half times as long as the weight-arm, consequently the motion is increased in intensity one and one-half times at a sacrifice of distance.

Every motion of the body involving the use of bones of the skeleton is a leverage of some sort, so that man, in this sense, may be defined as a combination of levers operated by the energy stored in muscle, which in turn is first stimulated by impulses sent out from a central nervous system. If a

skeleton could play a piano it would appear as truly mechanical as the instrument itself.

In many machines the lever is disguised, as in cogwheels, wheel and axle, all use of cranks, and the windlass, but a little reflection will show to any one that these are true levers and their advantage is to be calculated by the law for levers.

The lever is the commonest machine in the world. If it were taken out of our factories and shops the whole industrial world would be in the throes of death inside of one hour.

The best way to study the lever is to note its prevalence in our everyday experience.

It will be interesting also to trace out other machines in a similar way, as, the inclined plane, the pulley, etc.

We will close this article with a problem suitable to our subject, and which one person out of every three misses. "A log of uniform size is 40 feet long and is to be carried by three men. One man lifts one end; where must the other two place the handspike that each may carry one-third of the weight of the log?"

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

Before going to Put-in-Bay in June we would do well to read the historical novel entitled "With British and Braves," written by L. K. Parks and published by Curts and Jennings, Cincinnati. It has to do with the war of 1812 and contains much that every citizen of Ohio ought to know. The romance is wild but the historic features are strong. The defence of Ft. Meigs, Perry's Victory, and Major Croghan's defence of Ft. Stephenson are portrayed in a vivid way, and are worthy of many readings. The memorable reply of General Harrison to Proctor's demand for the

surrender of Ft. Meigs ought to be known by every school-boy. "Tell General Proctor that it will rebound much more to his glory to capture Ft. Meigs than to have it surrendered." This book would make a valuable addition to every school library in the state, and if the teachers will read it, they will very soon give their pupils access to it. The reading of the one chapter relating to Perry's Victory ought to increase the attendance at the meetings of the State Association. While at Put-in-Bay we shall want to see the willow-tree that marks the last resting place

of the heroes who fell in that gallant struggle, the sole monument to their gallantry. Here is the legend of this tree:

"While the ox carts that had brought the bodies of the gallant sailors from the ships' boats, to the place where their comrades had hastily dug a trench in the sand, were standing there, a driver stuck a willow wand, with which he had been belaboring the patient oxen, into the ground, and when the ceremonies were over, went away and left it there.

Was it fate, or was it the intuition that in after years these graves would be practically unmarked, that led this twig of willow to sprout, then grow, and finally become strong, and sturdy, so as to defy the nor'east gales and the scorching suns of the hot summers?"

There are many famous trees in Ohio and there is, perhaps, no better source of information concerning them than the very interesting volume by Dr. N. E. Jones entitled "The Squirrel-Hunters of Ohio" which is published by Robert Clarke & Co. The author tells us of a grape-vine near Frankfort, in Ross county, that measured sixteen feet in circumference, ten feet from the ground; of the great elm tree, in Chillicothe, measuring twenty-eight and a half feet in circumference, three feet from the ground; and of a large, hollow sycamore tree near Waverly which made a com-

modious blacksmith shop and horse-shoeing establishment for many years. He gives, also, the historic details connected with the famous "Logan Elm" and every one who has read Logan's speech ought to know this history. (Wonder how many of the boys and girls who have read the speech of Logan know that his Indian name was Tagahjute, and that he took the name "Logan" from James Logan, an intimate friend of William Penn?) Here is a composition which shows what they are doing at St. Marys in the way of studying the flora of that section, under the able guidance of Supt. Simkins. The celebrated Dr. Vincent said in a lecture some time since "If a child, at the age of three years, does not know at least twenty trees his education has been neglected." There are, probably, several three-year-olds in Ohio who couldn't pass such an examination. We give, also, a composition from one of the high school boys at Delaware, which will be read with much interest. Mr. Henry T. Main, one of the able assistants of Supt. Stokes has a mind richly stored with legend and history, and also the happy faculty of inspiring pupils to investigate these subjects. So we shall now hear the messages from St. Marys and Delaware.

FLORA OF AUGLAIZE COUNTY, OHIO.

We have been making a collection of woods in our county and

perhaps you would be interested to know what we have learned.

We find that many trees have made their homes here. There are thirty-nine families of trees and shrubs.

All together there are one hundred and sixty-five trees and shrubs of which there are one hundred and twenty-eight that are not cultivated.

In our room we have a collection of one hundred and nineteen woods of which eighty are not cultivated.

The Willow Family has the most species having fifteen, while there are twelve families which have but one species.

The pine tree has the simplest flowers. We can find the ripened seeds in the pine cones, and if we pull off one of the scales will see two little seeds, each having one wing. The Honeysuckle Family have the most highly developed or most highly specialized flowers.

Five native trees or shrubs that I could recognize are maple, oak, raspberry, willow, and weeping willow.

Among the trees used for wood are, hickory, ash, elm, beech, birch and sycamore.

Some native trees used for lumber are oak, ash, walnut, cherry, and hickory.

The trees we have now in our town that are used for shade are, locust, poplar, maple, willow, walnut, hickory, wild cherry, oak, ca-

talpa, cotton wood, silver leaf poplar, Norway maple, tulip tree, pine, and tree of heaven.

By looking around the room you can see many different kinds of woods. My desk is made of maple. The wainscoting is pine, the map case is pine, my ruler is pine, the floor is pine, and the banister is ash.

Names of some of the species used for food are: sugar maple, berry, peach, pear, hickory, apricot, cherry, walnut, plum, and currant.

There are forty-two shade trees on the school ground; there are pine, locust and three kinds of maple.

The woods used at the spoke works are hickory, ash, elm, poplar, and oak. At the handle factory, hickory, ash, walnut, and sycamore, and at the hoop factory they use hickory, linden, and elm.

It is said that a tree has done well, if in its life time it gets one seed to grow.

NINA SCOTT.

7th grade, West building, age 12 years.

THE DELAWARES AND EARLY INCIDENTS IN THE HISTORY OF DELAWARE.

Long before the white man colonized the eastern shores of the North American continent, a certain tribe of Indians came from the far West and settled near the headwaters of Delaware Bay, in what is now eastern Pennsylvania and western New Jersey. These called

themselves the "Lenni Lenape," but later on became known as the Delawares.

They were not great warriors and were easily subdued by the mighty Iroquois. Among other nations they were known as "Peacemakers," and it was with this nation that William Penn made his famous treaty. Being gradually pushed further west by their more warlike neighbors, about the middle of the eighteenth century, they settled in central Ohio, in the vicinity of the forks of the Muskingum and in the county to which they gave their name.

The first settlers coming to Delaware county, found, belonging to this tribe, two villages on the present site of this city. One was situated near where the Hocking Valley station now stands; the other, upon the hills just east of the Olen-tangy river. Between these two was the famous cornfield of the Delawares which is said to have included four hundred acres. Upon the Horseshoe Bottoms, about three miles further north on the same stream, the Mingoes had a small village.

Through Delaware passed the famous Sandusky trail, which extended from Chillicothe to Upper Sandusky. As late as 1820 it was possible to see Indians passing along this trail, carrying wild cranberries and plums to be exchanged for whisky in Delaware or Columbus. The present state road from

Sandusky to Portsmouth almost exactly follows the paths of the old trail, Henry street in Delaware being laid out upon it.

During the war of 1812 Delaware was one of the border counties as it then extended as far north as the present site of the city of Marion. For the purpose of defense three blockhouses were built—one at Norton, another in the eastern part of the county and a third within the village on the north-east corner of William and Sandusky streets. As a further precaution against Indian attacks, Capt. Wm. Drake raised a small company and soon afterwards started on a march to Sandusky.

The captain was fond of practical joking and determined to get some amusement out of the campaign. So one night, while the company was encamped in the vicinity of Norton, unknown to his soldiers, he slipped out into the forest and gave several warwhoops, at the same time discharging his gun. The rest of his men, thinking the Indians were upon them, sprang from their tents and it required the utmost efforts of the captain to explain the deceit and to prevent the immediate stampede of all his followers. Without his knowledge, however, his panic-stricken lieutenant plunged into the woods and was soon out of hearing. With the rest Drake marched on to Sandusky, wholly unaware of the turmoil he had left behind.

In the meantime the lieutenant had made his way to Radnor, where he terrified the settlers with the announcement that Indians were upon them, having attacked and slain all the company but himself. Flight toward the South was commenced and about daybreak the fugitives came flocking into Delaware. Here a party remained behind at the blockhouse for defense while the rest continued their flight. Several amusing instances of the extreme terror experienced at this time have come down to us. One case in particular is that of a certain family, who in their haste bounced their three year old son out of the back of the wagon and did not notice his absence until they were five or six miles further on. Dreading the Indians, they feared

to go back and so continued their journey without him. One of the kind hearted settlers picked the child up and took him home, where later he grew to manhood.

Upon the whole, the county suffered severely on account of this "defeat." Many of the crops were left unharvested as most of the fugitives were very slow in returning and quite a number never came back at all. Several years elapsed before the effects of "Drake's Defeat" ceased to be felt. By this time the last remnant of the once powerful Delawares had been removed to new hunting grounds beyond the Mississippi.

JOHN H. MOIST.

Delaware High School Class of
1900.

CRITICISM OF MR. WATERS'S ARTICLES ON GRAMMAR.

BY J. T. THOMPSON.

By your permission, I should be pleased to make a few observations, in the columns of your valuable journal, on the topic of Grammar, as given by Prof. A. F. Waters.

It seems to me, that in his treatment of the Participle, he has adhered to old forms, which are not in keeping with the teaching of best authorities at the present time.

It would appear to me, that in the teaching of the subject of

Grammar or any other subject which comes in the curriculum of school work, in our time, it would be better to instruct in the living present.

If Professor Waters's disposition of the Participle be subjected to the usage of best authorities at the present time, it would undergo some criticism.

In offering any observations on this topic, I do so, in true defer-

ence to my fellow writer, and in the spirit of investigation.

First, I cannot agree that the Participle partakes of the properties of a verb and a noun. It does partake of the properties of a verb and an adjective.

In the sentence, "The pupil was engaged in *studying* his lesson," *studying* is not a participle at all, but it is the *infinitive* ending in "*ing*," commonly called the *gerund*.

In such sentences as "You remember my hurrying home," the possessive *my* is a true indication that *hurrying* is a *gerund* and not a participle.

So, I should say and teach, that every one of the examples given as a participle partaking of the nature of a verb and a noun, is the *infinite* instead of the participle.

Again, I should regard *reading*, *writing*, *hunting*, and *singing* as given in ninth division of said article pure *gerunds*.

I agree that it is sometimes difficult to tell whether a particular word ending in *ing* is a verbal or

not. There are many words ending in *ing* that are nouns, pure and simple, but certainly not in the sentences quoted as examples.

I here offer the following authorities in proof of my statements: The Latin clearly exemplifies such illustrations to be *infinitives* and not *participles*. Harkness's Latin Grammar; Baskerville and Sewell's English Grammar in the discussion of *verbals*; pages 172-177; Id., page 123, Section 186; Id., page 285, Section 408; Whitney and Lockwood's Grammar, pages 113-117, special Section 290; Id., pages 185-195, special Sections 429 and 435; Swinton's Grammar, pages 52-64, Section 135; Id., 121-122.

Other authors cited for self-inspection: Bain, Maxwell, Welsh, Metcalf and Mason, together with all standard vocabulists.

Seeking nothing more than the good of advanced thought, the writer respectfully submits the above for inspection.

WHAT WE LACK.

BY W. H. WISMAN.

In considering the above subject I find there are so many things lacking in the country schools, and as space would not allow a discussion of all of them, I find myself

almost at a loss to know which to consider the paramount wants of our schools today. But I will here make mention of two things which I have in my experience found to

be great wants. These two things are Time and Books. These we will proceed to consider.

I. TIME.

I have asked a number of teachers, What do you most lack in your school? and the answer was almost invariably, "Time." The teacher of the country district school can readily see the truth of this statement. Let us try to look for a few moments into the country school. It is no uncommon sight to see a teacher standing before a school of from twenty to forty pupils, and in some instances I have known the number to reach sixty, or even more. These pupils are of all ages from six to eighteen, and constitute seven and sometimes eight grades. What does this mean for the teacher?

*The first grade is supposed to have four recitations a day; the second grade four; the third grade five; the fourth grade five; the fifth grade six; the sixth grade seven, and the seventh grade seven, making in all thirty-eight recitations each day besides writing.

What can a teacher do under these circumstances? In the first place he must know how to economize time (there is much yet to be learned by many teachers in that direction). He must run his school on schedule time and must see that there is no time wasted.

But even then there is a lack of time, so in the second place I would suggest that he alternate classes. Omit geography one day, grammar another, etc., and then make the lessons longer. I know this is not the best thing for a school, but it is the best plan I know to suggest under the above circumstances.

I have found it a good plan to have a daily program carefully arranged with the time for the beginning and close of each recitation specified thereon, and then close the recitation at the specified time. It seems to me this is really the only way in which a teacher can deal justly with *all* his pupils, for if he allow one recitation to extend over the time limit he will be robbing another class of their just dues.

Again we can save time by having more written work done. One grade can be writing a lesson while another is reciting one, and we can alternate this work from day to day.

And yet with all the time saving methods that we may be able to devise, the teacher of the country school has his mind constantly filled with the thought that he is not doing justice to his pupils because he lacks the time. But if he is using all of his time and using it to what he feels the best advantage, what more can he do? The problem must be solved in some other way.

*As taken from a Course of Study.

II. BOOKS.

I have mentioned as another great need in the schools, books. If we could but have a library of good books, suitable to the age of the child, in every school house, how many starving minds could be fed! There are many minutes in the course of the day in which some pupils have nothing to do. This very frequently occurs. Are these minutes to be wasted? Can we afford to let them be wasted? Yet they are wasted because we lack proper means of utilizing them.

Now if we could have a "Reader's Corner" in our school-room, with good, suitable literature, where the pupil could sit undisturbed and read, how profitably these spare moments could be spent. How much good could be done for the child. There are many children who never get a chance to read a good book even if they desired to do so. Their parents cannot or do not supply them, and in this age of books they must grow up without one taste, I may say, of good reading.

I can go into a school room and in a very short time find the child who is supplied with good reading at home, and the child who has none. There is a wide difference between the two. It naturally follows that the former is the brighter, possesses better conversational powers, a more mature mind, and

almost invariably leads in all his classes.

If we *could* have reading matter in our schools, what should be the nature of it? Perhaps all will not agree with me on this point, but I would suggest for the lower grades—I mean those far enough advanced to read intelligently—a set of geographical readers, historical stories, stories of nature and the like; for the more advanced, historical stories, stories of travel, and stories from the lives of great men. Especially would I urge the latter, for the lives of great men are the beacon lights that lead us on to greatness—if we ever attain greatness. Every time we read the life of a great man our lives should become greater. When I *do* see a school library, I like to see it filled with the lives of the men who have risen from the farm, the flat-boat, the canal-boat, the tannery, or the log cabin, to be the greatest men in the nation. I like to see the lives of Washington, Lincoln, Grant, Garfield, and many others adorn the book shelves. And near these, but perhaps not on the same shelf, the lives of Aaron Burr and Benedict Arnold.

Here, perhaps, we again differ. But it seems to me that the history of these men contains a great lesson; one which all may profitably learn.

But to go back to the main questions which I have been here trying

to consider. How are we going to be enabled to have more time, and how can we have school libraries for all? And I can see but one answer to both, and that is "By consolidation of schools."

As soon as we do this we will have time enough for teaching, and we will be enabled to have books for our pupils to read. *Hasten the day!*

ART IN THE PUBLIC SCHOOLS.

BY CARRIE O. SHOEMAKER.

A few years ago a gifted young woman from the East delighted many audiences in Ohio and elsewhere by her lectures on birds. It was her custom to arrive in a city where she was to lecture, in ample time to visit its parks and other public grounds in order to observe what birds might be found in them. In many places there was a lack of birds and she attributed this scarcity to the trimness of the grounds. There were no long grasses, tangle of bushes or dead trees, and without these the citizens could not hope to have a great variety of little songsters.

To some persons a dead tree is a blot on the landscape, to others it is a source of sadness. Nearly three hundred years ago Ruysdael painted his picture, "The Forest of Oaks." In the foreground of the picture is a quiet stretch of water, with a few pond lilies; to the left, on a slight rise of ground, a great gnarled oak, with broken top and branches stands out in bold relief

against a background of noble trees. Although this great oak has lost the beauty of its verdure, through the interpretation of art, we are enabled to admire it in its second beauty.

A class of second-year pupils, after reading a story about an owl in a hollow oak tree, was delighted with Ruysdael's picture and took pleasure in imagining the old tree as the home of all sorts of little creatures. One boy said: "A cuckoo might sleep in it all winter." Would it not increase our liking for dead trees if we were to do a little of this kind of imagining when we meet with one in our walks and drives?

In the extreme north of Franklin county is the tiny town of Flint. In company with others I visited the school on a May day to see what had been done by Miss Georgia Johnson, a kind friend of the school, to cultivate the taste of the children in that vicinity. As we approached the building we could

not help but admire its surroundings—in front a large grassy yard; at the sides, beyond the yard, some forest and fruit trees, the fruit trees in bloom; at the back a wooded ravine, and still farther back low wooded hills. A cool, clear whistle is heard from one of the many trees, a gleam of red among the green leaves reveals the name of the bird to those who have not recognized its notes, robins hop over the grass and the plaintive call of the meadow lark is heard in the distance.

On entering the school we are charmed with the refined atmosphere of the place. The well-scrubbed floor, the fresh colors of the large bunting flag draped around the stove, the wall paper in two tones of brown, the buff window curtains, the wainscoting painted a light gray, the neat case of books from the traveling library,

the bowls filled with trilliums and wild sweet williams, and the stone jar with tall sprays of blossoms, all help to make a pleasing setting for Miss Johnson's work.

Over the blackboard on the front wall hangs a large copy of "The Madonna of the Granduca," by Raphael; below on the wainscoting are several groups of small pictures. One consists of religious pictures, another of authors and their homes, and a third of Millet's busy people. Between the windows on one side is a large copy of Adan's "Summer Evening." One collection of Perry Pictures is mounted on a large card, and a number of the larger size are scattered about the room. There are also two pictures of birds which may not easily be seen in nature—the hermit thrush and the whip-poor-will.

PROGRAM AND OFFICERS OF OHIO STATE TEACHERS' ASSOCIATION.

**FIFTY-THIRD ANNUAL MEETING, HOTEL VICTORY, PUT-IN-BAY, .
JUNE 26, 27 AND 28.**

TUESDAY, JUNE 26.

Morning Session.

GENERAL ASSOCIATION (IN ASSEMBLY HALL).

9:30 to 9:55—Inaugural address, Charles Hauptert, Wooster.

10:00 to 10:20—Adolescence, Cornelia James, Cincinnati.

10:20 to 10:30—Questions and Discussions.

10:30 to 10:50—Primary Work, Mary Gordon, Columbus.

10:50 to 11:00—Questions and Discussions.

11:00 to 11:20—Stages in Moral Culture, Dr. R. G. Boone, Cincinnati.

Afternoon Session.

COLLEGE ASSOCIATION (IN ASSEMBLY HALL).

1:30 to 1:55—College Entrance Requirements in English, J. V. Denney, Columbus.

1:55 to 2:20—How to Secure These Requirements, R. H. Kinnison, Wellington.

2:20 to 2:30—Discussion of Prof. Denney's Paper, W. J. Zuck, Westerville.

2:30 to 2:40—Discussion of Supt. Kinnison's Paper, Ralph R. Upton, Chillicothe.

2:40 to 3:00—General discussion.

Evening Session—7:30 to 9:00.

Popular entertainment and social.

WEDNESDAY, JUNE 27.

Morning Session.

DEPARTMENT OF SUPERINTENDENCE (IN ASSEMBLY HALL).

9:30 to 9:50—Inaugural address, R. E. Rayman, East Liverpool.

9:50 to 10:10—Limitations of School Curriculum, F. S. Coultrap, Athens.

10:10 to 10:30—Limitations of School Curriculum, Arthur Powell, Marion.

10:30 to 10:40—General Discussion.

10:40 to 11:00—A Rational System of Promotions, F. J. Roller, Niles.

11:00 to 11:10—Questions and Discussions.

11:10 to 11:30—O. T. R. C. Report, Secretary J. J. Burns, Defiance.

Afternoon Session.

GENERAL ASSOCIATION (IN ASSEMBLY HALL).

1:30 to 1:50—Safeguards for Adolescents, S. P. Humphrey, Ironton.

1:50 to 2:00—General Discussion.

2:00 to 2:20—State Normal Schools, J. E. Morris, Alliance.

2:20 to 2:30—Discussion of Mr. Morris's Paper.

2:30 to 2:50—Township High Schools, S. K. Mardis, Urichsville.

2:50 to 3:00—Questions and Discussions.

Evening Session.

7:30 to 8:00—Business Meeting of General Association.

8:00 to 9:00—Annual Address, Dr. M. G. Brumbaugh.

THURSDAY, JUNE 28.

Morning Session.

HIGH SCHOOL SECTION (IN ASSEMBLY HALL).

9:30 to 10:00—Educational Ideals, Pres. L. E. Holden, Wooster.

10:00 to 10:30—The Self-training of the Teacher, Mary Wilgus, Xenia.

10:30 to 10:50—Electives in the High School, Solomon Weimer, Cleveland.

10:50 to 11:00—Discussion of

Mr. Weimer's Paper, F. B. Pearson, Columbus.

11:00 to 11:10—Discussion of Same Paper, John K. Baxter, Mt. Vernon.

11:10 to 11:30—General Discussions.

Afternoon Session.

1:30 to 3:00—MUSIC TEACHERS' SECTION
(IN ASSEMBLY HALL).

Intelligent Teaching, G. F. Junkermann, Cincinnati.

Rote Singing, Blanche D. Williams, Chillicothe.

Solo, John James, Alliance.

Can We Insist on a Minimum of Accomplishment in Music for Each Pupil, and What is It? C. W. Barnes.

Solo, W. A. Putt, Warren.

The Function of Vocal Music in School, S. S. Myers, Sidney.

Solo, N. L. Glover, Akron.

SPECIAL SESSION OF THE HIGH SCHOOL SECTION.

WEDNESDAY, JUNE 27.

Afternoon Session.

(IN O. & N. DINING ROOM).

3:00 to 4:30—The Teaching of Chemistry in the High School, J. W. Knott, Toledo.

Discussion, J. A. Culler, Kenton, J. M. Sarver, Canton.

General discussion.

SPECIAL SESSION OF COLLEGE SECTION.

TUESDAY, JUNE 26.

3:30—Inaugural address, Pres. E. V. Zollars, Hiram.

BUSINESS SESSION.

1. Report of Executive Committee.

2. Appointment of Nominating Committee.

3. Treasurer's Report.

WEDNESDAY, JUNE 27.

3:30—The Power of the College President, Pres. Charles F. Thwing, Cleveland.

Discussion—R. S. Calwell, Denison.

College Ethics—Pres. S. A. Ort.

Discussion—Pres. A. B. Riker, Prof. A. M. Mattison.

THURSDAY, JUNE 28.

ROUND TABLE DISCUSSION.

3:30—College Endowments, President J. W. Bashford, Pres. D. B. Purinton, Dean J. H. Chamberlin, Pres. S. A. Ort, Pres. Ira A. Priest.

Reports of Committees: Committee on Entrance Requirements, Committee on Degrees for *In Absentia* Study.

Committee on Nominations.

SPECIAL SESSION OF THE MUSIC TEACHERS' SECTION.

WEDNESDAY, JUNE 27.

Afternoon Session—3:30.

(IN LADIES' PARLOR A 1.)

1. Object Teaching as Applied to Music—D. E. Randolph, Zanesville.

2. When Introduce Minor Scales? Why?—B. C. Welgammood.

3. Text Book, or Teacher—W. S. Evans, Niles.

4. Voice Culture—Charles H. Thompson, Toledo.

5. Is Individual Recitation Practicable in Sight Singing Work?—N. Coe Stewart, Cleveland.

Business Meeting.

ROUND TABLE TOPICS.

1. Relation of Supervisor and Superintendent.

8. When Should Absolute Pitch be Introduced Theoretically?

THURSDAY, JUNE 28.

Afternoon Session—3:30.

(IN LADIES' PARLOR A 1.)

1. Benefit of Ear Cultivation—D. T. Davis, New Philadelphia.

2. Development of Musical Perception—J. H. McBride, Youngstown.



HOTEL VICTORY, PUT-IN-BAY—THE MEETING PLACE OF THE OHIO STATE TEACHERS' ASSOCIATION, JUNE 26, 27 AND 28, 1900.

2. Relation of Supervisor and Regular Teacher.

3. Should Regular Teacher be Examined in Music?

4. Should Music be Taught in All Schools?

5. Devices in Teaching Pitch, Reading Music, Tone-length, and Two-part Singing.

6. Rote-singing—How Much?

7. How Early Should Two-part Singing be Introduced?

3. The Method—John James, Alliance.

4. Expression in Singing—W. A. Putt, Warren.

5. Limits of Music Instruction in Schools—Arthur Juergens, Springfield.

ROUND TABLE TOPICS.

1. Tonic Sol Fa—Its Advantages and Disadvantages.

2. Music Examinations—Their Use and Abuse.

3. How to Teach Tone—Length.

4. Musical Biography—Its Part in Education.

5. After 20 or 30 Years' Teaching—What Then?

6. Music in High School—How Obtain Best Results.

HOTEL RATES.

Two dollars (\$2.00) a day, two persons to occupy one bed; two and one-half dollars (\$2.50) a day, one person in a bed; three dollars (\$3.00) a day, with one person in a bed with room and bath; two and one-half dollars (\$2.50) a day, two persons in bed with room and bath.

These rates are to be granted only to those persons holding membership tickets for the session of 1900, who remain at least two days, a less time to be computed at regular rates.

GENERAL INFORMATION.

Put-in-Bay can be reached by boat from Cleveland, Toledo, Sandusky, and Port Clinton. Better arrangements for transportation by boat have been secured than were possible last year.

RAILWAY ARRANGEMENTS.

All railways in the State have granted a rate of one first-class fare for the round trip. The same rate will be allowed by the boat lines touching the island.

Although the arrangements have not yet been fully made, we are encouraged to believe that the time-limit of tickets will be extended to those who wish to remain on the lake for a time after the Association has adjourned.

The indications are that the attendance at our next meeting will be larger than usual. The program will be interesting, and will be interspersed with vocal music. Glover's goslings will enliven the occasion, and vocal solos will be rendered by Mr. Chatterton, Mr. Putt, Mr. James and others. A first-class literary and musical program has been arranged for Tuesday evening.

OFFICERS OF THE ASSOCIATION.

GENERAL ASSOCIATION.

President, Charles Hauptert, Wooster.

Vice Presidents, W. H. Van Fosson, Lisbon; Clara Tagg, Cleveland; Anna E. Logan, Cincinnati; H. M. Linn, Sandusky; J. C. York, Mineral Ridge.

Secretary, J. V. McMillan, Canal Dover.

Treasurer, Dr. J. A. Shawan, Columbus.

DEPARTMENT OF SUPERINTENDENCE.

President, R. E. Rayman, East Liverpool.

Secretary, R. W. Himes, Covington.

COMMITTEES OF GENERAL
ASSOCIATION.

EXECUTIVE COMMITTEE.

E. P. Dean, Chairman, Kenton,
term expires 1900.

J. L. MacDonald, Secretary,
Wellsville, term expires 1900.

Dr. W. O. Thompson, Colum-
bus, term expires 1901.

E. W. Wilkinson, Cincinnati,
term expires 1901.

E. D. Lyon, Mansfield, term ex-
pires 1902.

N. H. Chaney, Chillicothe, term
expires 1902.

BOARD OF CONTROL—READING
CIRCLE.

Mrs. Delia L. Williams, Presi-
dent, Delaware, term expires 1901.

Dr. J. J. Burns, Treasurer, De-
fiance, term expires 1902.

Margaret W. Sutherland, Re-
cording Secretary, Columbus, term
expires 1900.

Hon. L. D. Bonebrake, Ex-Offi-
cio, Columbus.

Charles Hauptert, Wooster, term
expires 1900.

E. A. Jones, Massillon, term ex-
pires 1903.

Charles L. Loos, Dayton, term
expires 1903.

Warren Darst, Ada, term ex-
pires 1901.

S. T. Dial, Lockland, term ex-
pires 1902.

ON CONDITION OF EDUCATION.

J. P. Sharkey, Van Wert, term
expires 1900.

S. P. Humphrey, Ironton, term
expires 1900.

E. M. Van Cleve, Greenville,
term expires 1901.

C. C. Miller, Lima, term expires
1901.

F. J. Roller, Niles, term expires
1902.

G. C. Maurer, New Philadelphia,
term expires 1902.

ON PUBLICATION.

Dr. Samuel Findley, Akron,
term expires 1899.

R. W. Mitchell, Celina, term ex-
pires 1899.

W. H. Boyd, Painesville, term
expires 1900.

H. Whitworth, Bellefontaine,
term expires 1900.

W. McK. Vance, Urbana, term
expires 1901.

E. D. Lyon, Mansfield, term ex-
pires 1901.

ON LEGISLATION.

J. C. Hutchinson, Painesville,
term expires 1900.

S. O. Hale, Bellbrook, term ex-
pires 1900.

Dr. J. A. Shawan, Columbus,
term expires 1900.

E. B. Cox, Xenia, term expires
1900.

H. M. Parker, Elyria, term ex-
pires 1900.

J. W. Zeller, Findlay, term ex-
pires 1901.

J. R. Beachler, Brookville, term
expires 1901.

W. E. Kershner, Mendon, term
expires 1901.

U. D. Clephane, Mack, term expires 1901.

F. Treudley, Youngstown, term expires 1902.

F. B. Dyer, Madisonville, term expires 1902.

C. L. Dickey, Worthington, term expires 1902.

R. W. Mitchell, Defiance, term expires 1902.

ON NECROLOGY.

George F. Sands, Cincinnati, term expires 1900.

H. L. Frank, Fostoria, term expires 1900.

W. W. Ross, Fremont, term expires 1901.

Anna E. Logan, Westwood, term expires 1901.

J. H. Chamberlin, Marietta, term expires 1902.

E. F. Moulton, Cleveland, term expires 1902.

ON COLLEGE OF OHIO TEACHERS.

A. B. Johnson, Avondale, Cincinnati.

J. C. Hartzler, Newark.

E. A. Jones, Massillon.

H. M. Parker, Elyria.

RELATION OF HIGH SCHOOL TO COLLEGE.

J. H. Snyder, Tiffin, term expires 1900.

Geo. F. Jewett, Youngstown, term expires 1900.

E. L. Harris, Cleveland, term expires 1901.

Abram Brown, Columbus, term expires 1901.

E. B. Cox, Xenia, term expires 1902.

E. W. Coy, Cincinnati, term expires 1902.

ROSTER OF SECTIONS.

HIGH SCHOOL SECTION

President, E. S. Loomis, Berea.
Secretary and Treasurer, Miss Pope, Hillsboro.

COLLEGE SECTION.

President, E. V. Zollars, Hiram.
Secretary, W. E. Henderson, Columbus.

TOWNSHIP SUPERINTENDENTS' SECTION.

President, C. L. Dickey, Worthington.
Secretary, S. O. Hale, Bellbrook.

MUSIC TEACHERS' SECTION.

President, S. H. Lightner, Youngstown.
Secretary, F. B. Jagger, Windham.

LIBRARY SECTION.

President, C. B. Galbreath, Columbus.
Secretary, Linda A. Eastman, Cleveland.

O. T. R. C. DEPARTMENT.

REPORT OF THE CORRESPONDING SECRETARY AND TREASURER FOR THE YEAR ENDING MAY 12, 1900.

RECEIPTS.

May 13, 1899	\$1,511 79
Paid by publishers for advertising.....	250 00
Fees for membership, 1899-00	1,246 99
Belated fees from 1898-99.....	11 44
Interest	50 00
Total	\$3,070 22
Outlay for 1899-1900.....	1,540 45
Balance on hand	\$1,529 77

EXPENDITURES.

Expenses of the Board at the May meeting, 1899.....	\$78 91
Stationery for Board.....	14 00
Expressage	90 64
Postage	80 74
Annual bulletin, 25,000 copies.....	295 00
Certificates, circulars and cards.....	88 38
Lettering diplomas, mailing tubes.....	66 90
Clerk service	200 00
Discounting checks	1 30
Rubber stamp for President of O. T. A.....	1 94
Binding Annual Reports from the Counties.....	2 00
O. T. R. C. Department in the O. E. M.....	2 00
Traveling expenses of Secretary among the County Institutes.....	118 64
Salary of the State Secretary.....	500 00
Total	\$1,540 45

BELATED FEES FOR 1898-99.

Portage County	\$1 69
Wayne County	75
Hancock County	6 00
Clinton County	1 50
Franklin County	1 50
Total	\$11 44

Examined and approved:

E. A. JONES,

CHAS. L. LOOS, JR.,

Columbus, O., May 12, 1900.

Auditing Committee.

Number of pupils' certificates issued.....	10,556
Number of elementary diplomas granted.....	652
Number of high school diplomas granted	309

TABLE SHOWING THE NUMBER OF MEMBERS, ETC., OF THE O. T. R. C. BY COUNTIES.

COUNTIES.	No. of Teachers Needed to Supply the Schools.	No. of Members 1898-99.	No. of Members 1899-1900.	Fees Collected.	Expenses of County Secretary.	Amount Sent to State Secretary.	Diplomas Granted.	County Secretaries.
Adams	174	66	19	\$4 75	\$1 25	\$3 50	3	D. S. Clinger, Manchester.
Allen	241	56	58	14 50	2 50	12 00	6	C. E. Mason, Lima.
Ashland	162	37	58					Frank Scott, Hayesville.
Ashtabula	371	13						
Athens	256	59	56	14 00	5 98	8 02	1	F. H. McVay, Mineral.
Auglaize	183	34	53	13 25	7 75	12 50	15	Caroline Schulenberg, St. Marys.
Belmont	334	34	5	1 25		1 25		Anna B. White, Barnesville.
Brown	199	136	104	26 00	5 50	25 50		F. M. Schatzmann, Fayetteville.
Butler	273	166	90	22 50	3 50	19 00	20	R. T. Finlay, Port Huron.
Carroll	133	25	30	7 50	3 81	4 19	2	W. H. Ray, Carrollton.
Champaign	185	138	123	30 75	11 70	19 05	32	E. T. Zerkie, St. Paris.
Clark	287	14	14	3 50	09	3 41		Joseph A. Hershey, Enon.
Clermont	219	130	144	36 00	7 98	28 02	23	County Examiners.
Clinton	166	42	1	25		25	8	John T. Seaton, Clarksville.
Columbiana	328	116	107	26 75	4 50	22 25	16	E. O. Treacott, Columbiana.
Coshocton	201	46	143	35 75	10 75	25 00		H. M. Shutt, West Bedford.
Crawford	193	197	185	46 25	7 25	39 00	22	Susie Sexauer, Sulphur Springs.
Cuyahoga	1,425	17	1	25		25		F. P. Shumaker, Chagrin Falls.
Darke	296	134	115	28 75	60	28 15	7	W. D. Ireland, Hollansburg.
Defiance	160	76	78	19 50	4 25	15 25	28	W. W. Heater, Ney.
Delaware	209	116	24	6 00	1 05	4 95		Horace A. Stokes, Delaware.
Eric	200	18	40	10 00	2 00	8 00		W. H. Block, Huron.
Fairfield	220	82	72	18 00	4 75	13 25	8	Stanley Lawrence, Basil.
Fayette	152	1	156	39 00	4 50	34 50		H. D. Chaffin, Washington C. H.
Franklin	693	325	404	101 00	11 50	89 50	54	C. L. Dickey, Worthington.
Fulton	157	6	7	1 75		1 75		C. E. Blanchard, Wauseon.
Gallia	171	116	157	39 25	1 25	38 00	20	County Examiners.
Geauga	141	51	24	6 00	2 50	3 50	8	C. Ray Truman, Parkman.
Greene	206	65	34	8 50	5 50	8 00	5	Mary Wilgus, Xenia.
Guernsey	205	14	100	25 00	4 30	20 70	1	Mary A. Stone, Cambridge.
Hamilton	1,273	267	231	57 75	5 00	52 75	73	County Examiners.
Hancock	258	60	94	23 50	2 50	21 00	13	Anna R. Miller, Findlay.
Hardin	206	90	64	16 00		16 00	4	E. S. Neeley, Kenton.
Harrison	154	51	75	18 75	1 50	17 25	13	J. D. Somerville, Scio.
Henry	159	44	27	6 75	75	6 00	1	W. W. Mohler, Liberty Center.
Highland	205	51						Edward P. Tice, Leesburg.
Hocking	159	12	1	25		25		
Holmes	135	71	75	18 75	2 85	15 90	4	O. O. Fisher, Nashville.
Huron	252	6	36	9 00	1 85	7 15	1	J. K. Allen, Greenwich.
Jackson	196	38	125	31 25	6 60	24 65	13	Lizzie Spencer, Wellston.
Jefferson	237	7	20	5 00	4 50	4 50		Rev. Joseph Buchanan, Steuben.
Knox	200		100	25 00	5 00	20 00	5	A. C. D. Metzger, Gambier.
Lake	129	29	67	16 75		16 75		James Hutchinson, Painesville.
Lawrence	219	127	153	38 25	3 25	35 00	10	W. D. Sydenstricker, Coal Grove.
Licking	324	221	221	55 25	27 73	27 52	32	B. L. Hawke, Pataskala.
Logan	221	42	100	25 00	5 00	20 00	14	Charles J. Britton, De Graff.
Lorain	293	156	110	27 50	4 18	23 32	13	Walter E. Crandall, Brownhelm.
Lucas	529	16	126	31 50	11 35	20 15	3	J. A. Pollock, Grand Rapids.
Madison	163	50	40	10 00	35	9 65	4	F. P. Foster, Walnut Run.
Mahoning	312	27	1	25		25	1	C. S. Ramsey, Canfield.
Marion	213	9	1	25		25		J. L. McGuire, La Rue.
Medina	189	32	16	4 00	1 00	3 00	1	Z. N. Wallis, Sharon Center.
Meigs	196	10	15	3 75	1 50	2 25		J. P. West, Middleport.
Mercer	187	107	94	23 50	1 50	22 00	11	C. D. Moore, Fort Recovery.
Miami	252	27						George W. Beck, Kessler.
Monroe	195		10	2 50	50	2 00	5	J. S. Beck, Woodsfield.
Montgomery	578	250	227	56 75	22 75	34 00	24	G. W. Brumbaugh, Dayton.
Morgan	159	102	63	15 75	2 00	13 75	8	W. B. Graham, McConnellsville.
Morrow	149	17	34	8 50	3 30	4 70	3	John B. Gordon, Chesterville.
Muskingum	298	13	12	3 00	1 50	1 50	1	W. H. McDaniel, Fultonham.
Noble	134	83	4	1 00		1 00		Beil Archer, Fulda.

TABLE SHOWING THE NUMBER OF MEMBERS, ETC.—Concluded.

COUNTIES.	No. of Teachers Needed to Supply the Schools.	No. of Members 1888-89.	No. of Members 1889-1900.	Fees Collected.	Expenses of County Secretary.	Amount Sent to State Secretary.	Diplomas Granted.	County Secretaries.
Ottawa ...	126	3	14	\$3 50	\$0 09	\$3 41	5	W. R. Reynolds, Port Clinton.
Paulding ...	170	59	42	10 50	75	9 75	5	Carrie Hertel, Antwerp.
Perry ...	191	153	128	32 00	5 80	26 70	18	George W. De Long, Corning.
Pickaway ...	185	10	38	9 50	25	9 25	1	Clarence Balthaser, Circleville.
Pike ...	129	49	134	33 50	10 00	23 50	8	T. W. Horton, Beaver P. O.
Portage ...	248		8	2 00	1 50	50		Guy E. Finch, Nelson.
Preble ...	171	150	132	33 00	9 87	23 13	36	J. E. Randall, Camden.
Putnam ...	198	40	21	5 25	1 50	3 75	2	H. D. Grindle, Columbus Grove..
Richland ...	247	59						D. F. Shafer, Mausfield.
Ross ...	253	49	39	9 75	60	9 15		Ada Orr, Clarksburg.
Sandusky ...	230	64	42	10 50	1 20	9 30	6	Olive Oberst, Fremont.
Scioto ...	208	81						George W. Sheppard.
Seneca ...	251	17	83	20 75		20 75	4	L. N. Montgomery, Old Fort.
Shelby ...	162	124	96	24 00	10 00	14 00	15	I. A. Rshman, Russia.
Stark ...	444	115	198	49 50	3 72	45 78	16	County Examiners.
Summit ...	345	33						Fannie Cook, Akron.
Trumbull ...	326	161	181	45 25	14 95	30 30		F. J. Roller, Niles.
Tuscarara's ...	348	60	23	5 75	1 75	4 00	8	A. C. Baker, Dundee.
Union ...	190	34	88	22 00	2 00	20 00	3	W. H. Wagers, Richwood.
Van Wert ...	191	74	71	17 75	4 84	12 91	9	John I. Miller, Middlepoint.
Vinton ...	126	35	22	5 50	1 50	4 00	4	D. E. Frl, Creola.
Warren ...	163	32						S. A. Stillwell, Waynesville.
Wash'ton ...	317	37	90	22 50	8 00	14 50	2	A. W. Farlow, Barlow.
Wayne ...	242	73	26	6 50		6 50	1	J. W. Wenner, Fredericksburg.
Williams ...	170	38	36	9 00	1 30	7 70	7	E. D. Longwell, Pioneer.
Wood ...	312	68	95	23 75	5 25	18 50	7	L. D. Hill, Milton Center.
Wyandot ...	145	103	85	21 25	2 92	18 33	1	M. G. Smith, Upper Sandusky.
Totals...	22,442	6,103	6,178	\$1,544 50	\$297 51	\$1,246 99	694	

This table shows that the circle as a whole is in good condition. The number of members is somewhat greater than the number last year, and this in spite of the failure of several secretaries to make any report at all. Over this failure we lament but know no way to supply the omission. One secretary sent some membership fees but no statistics. All I could do was to credit the county with a membership equal to sixteen times four, though of course the number of

members was greater than that product. There is no report from Wayne county; what appears to be so was handed me by Hr. Hauptert of the Wooster schools.

In cases where a solitary fee was sent in it came directly from some reader and does not mean a report from the secretary. To offset this bit of discouragement see the increase in some other counties, notably in Fayette, also in Coshocton, Guernsey, Jackson, Knox, Lucas, Pike, Seneca, Stark, Washing-

ton. Franklin stands away ahead of any other enrollment in the history of the organization. Of this number of members Columbus furnishes 136. Would that other large cities were moved to emulation!

1900-1901.

TEACHERS' COURSE, EIGHTEENTH YEAR.

(Adopted May 12, 1900.)

I. Pedagogy: James's Talks to Teachers on Psychology; and to Students on some of Life's Ideals, or Roark's Method in Education.

II. Literature: (a) Burns's The Story of English Kings according to Shakespeare. (b) Thackeray's Henry Esmond or Macaulay's Essays on Addison and Milton.

III. History: (a) Judson's Europe in the Nineteenth Century or Oman's England in the Nineteenth Century. (b) The Week's Current, The Pathfinder, Current History, or an equivalent.

IV. Nature Study: Burroughs's Signs and Seasons.

RECOMMENDED LIST.

1. Woodbridge's The Drama—Its Law and its Technique.
2. Wright's Outlines of Sociology.
3. Bates's Talks on the Study of Literature.
4. Dutton's Social Phases of Education.
5. Mace's Method in History.
6. Burrage and Bailey's School Sanitation and Decoration.
7. Findley's The Teacher and His Work.
8. Clark's How to Teach Reading in the Public Schools.
9. Arnold's Reading and How to Teach It.
10. Mary Johnston's To Have and to Hold.

By unanimous vote the "Ohio Educational Monthly" was selected as the organ of the Ohio Teachers' Reading Circle and requested to continue a Reading Circle Department on the plan of the year just closing.

J. J. BURNS, *Secretary.*

HELPS, HINTS AND SUGGESTIONS.

JUNE.

How many appreciate the fact that "no price is set on the lavish summer," that "June may be had by the poorest comer."

June, with its fresh verdure, its blue skies and sunshine, its wealth of roses and bloom, the portal of summer.

"Whether we look or whether we listen,
We hear life murmur, or see it glisten."

Life is so full and so rich to-day that

"No matter how barren the past
may have been,
'Tis enough for us now that the
leaves are green;
We sit in the warm shade and feel
right well
How the sap creeps up and the
blossoms swell;
We may shut our eyes, but we
cannot help knowing
That skies are clear and grass is
growing."

That the sweet lush clover is sending out its rich perfume and the bee is gathering its store. The tall grass waves and rustles in the breeze and the notes of the birds fall drowsily on our ears—on the sward not far away "robin red-breast" lifts his head and shows his merry face—

"Everything is happy now,
Everything is upward striving;
'Tis as easy now for the heart to
be true

As for grass to be green or skies
to be blue;

* * * the eyes forget the tears
they have shed,

The heart forgets its sorrow and
ache;

The soul partakes of the season's
youth,

And the sulphurous rifts of passion
and woe

Lie deep neath a silence pure and
smooth,

Like burnt out craters healed with
snow."

SOME PLANS FOR OPENING EXERCISES—No. 3.

By Margaret W. Sutherland.

GOD IN ALL THINGS.

The heavens declare the glory
of God; and the firmament sheweth
His handywork.

Day unto day uttereth speech,
and night unto night sheweth
knowledge.

There is no speech nor language,
where their voice is not heard.

Their line is gone out through
all the earth, and their words to
the end of the world.

The earth is the Lord's and the
fulness thereof; the world, and
they that dwell therein.—Psalms.

ALL THINGS BEAUTIFUL.

All things bright and beautiful,
 All creatures great and small,
 All things wise and wonderful—
 The Lord God made them all.

Each little flower that opens,
 Each little bird that sings—
 He made their glowing colors,
 He made their tiny wings.

The purple-headed mountain,
 The river running by,
 The morning and the sunset
 That lighteth up the sky;

The tall trees in the greenwood,
 The pleasant summer sun,
 The ripe fruits in the garden—
 He made them every one.

He gave us eyes to see them,
 And lips, that we might tell
 How great is God Almighty,
 Who hath made all things well.

JOHN KEBLE.

I have always this sort of feeling when I look at the sunset: that there in the West lies a land of light and warmth and love.—
 GEORGE ELIOT.

LINES FROM "THE POET."

Let me go where'er I will
 I hear a sky-born music still:
 It sounds from all things old,
 It sounds from all things young,
 From all that's fair, from all that's
 foul,
 Peals out a cheerful song.
 It is not only in the rose,
 It is not only in the bird,
 Not only where the rainbow glows,
 Nor in the song of woman heard,
 But in the darkest, meanest things
 There alway, alway something
 sings.

'Tis not in the high stars alone,
 Nor in the cups of budding flowers,
 Nor in the redbreast's mellow tone,
 Nor in the bow that smiles in
 showers,
 But in the mud and scum of things
 There alway, alway something
 sings. —EMERSON.

ARITHMETIC.

By ED. M. MILLS.

[For several months, Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

VII. A man sold a horse and buggy for \$140, gaining 20% on the horse and losing 20% on the buggy; what did they both cost, if the former cost only half as much as the latter?

SOLUTION.

Let 100% = cost of buggy, and

50% = cost of horse.

20% of 100% = 20%, amount
 of loss on buggy, and

20% of 50% = 10%, amount
 of gain on horse.

100% - 20% = 80%, selling
 price of buggy, and

50% + 10% = 60%, selling
 price of horse.

80% + 60% = 140%, total selling
 price of both horse
 and buggy.

∴ 140% = \$140.

1% = \$1.

100% = \$100, cost of buggy,
 and

50% = \$50, cost of horse.

\$100 + \$50 = \$150, cost of both.

VIII. A man bought two horses for \$300, and sold them at \$205 each, the gain on one being 20% more than on the other; find difference in cost of the two horses.

SOLUTION.

$2 \times \$205 = \410 , total selling price of both horses.

$\$410 - \$300 = \$110$, total gain. Then since the gain on one was 20% more than on the other, it follows that the gain on one was to the gain on the other as 6:5.

$\therefore \frac{6}{11}$ of $\$110 = \60 , gain on the one, and

$\frac{5}{11}$ of $\$110 = \50 , gain on the other.

$\$205 - \$60 = \$145$, cost of one, and

$\$205 - \$50 = \$155$, cost of other.

$\$155 - \$145 = \$10$, difference of costs.

IX. Sold cattle at 8% advance; invested \$240 more than the proceeds in hogs which I sold at $16\frac{2}{3}\%$ loss, sustaining \$50 total loss; find cost of cattle.

SOLUTION.

Let 100% = original investment, or cost of cattle.

8% = rate of gain on this cost. Then

108% = equal selling price of cattle.

$108\% + \$240$ = cost of hogs, and

$16\frac{2}{3}\%$ = rate of loss on this cost.

$16\frac{2}{3}\%$ of $(108\% + \$240) = 18\% + \40 , loss on hogs.

Then $(18\% + \$40) - 8\% = 10\% + \40 total loss.

$\therefore 10\% + \$40 = \50

10% = \$10, whence

100% = \$100, cost of cattle.

X. A got $\frac{2}{3}$ as much for his horse as his buggy, but gained 20% on the horse and lost 20% on the buggy; if his loss is \$10, find cost of horse.

SOLUTION.

Let 100% = equal selling price of buggy, and

75% = selling price of horse.

20% = rate of loss on buggy, and

20% = rate of gain on horse.

$\therefore 125\%$ = cost of buggy, and

$62\frac{1}{2}\%$ = cost of horse.

$100\% + 75\% = 175\%$, total selling price, and

$125\% + 62\frac{1}{2}\% = 187\frac{1}{2}\%$, total cost.

$187\frac{1}{2}\% - 175\% = 12\frac{1}{2}\%$, net loss.

$\therefore 12\frac{1}{2}\% = \10

1% = \$.80.

$62\frac{1}{2}\% = 62\frac{1}{2} \times \$.80 = \$50$, cost of horse.

$125\% = 125 \times \$.80 = \100 , cost of buggy.

NOTE.—When the rate of gain is 20%, the selling price is $\frac{6}{5}$ of the cost, and when the rate of loss is 20%, the selling price is $\frac{4}{5}$ of cost.

XI. Bought three cows for \$120 and sold them at equal prices,

gaining 60% on the first, 20% on the second, and losing 4% on the third; what did each sell for?

SOLUTION.

To avoid fractions in the solution,
Let 24% = selling price of each
cow,

60% = rate of gain on first,

20% = rate of gain on second,
and

4% = rate of loss on the
third.

When we sell at a profit of
60% our selling price is $\frac{5}{4}$
of the cost.

$\therefore \frac{5}{4}$ of 24% = 15%, cost of first,
and in like manner we
have,

$\frac{5}{4}$ of 24% = 20%, cost of
second, and

$\frac{3}{4}$ of 24% = 25%, cost of
third. Then,

15% + 20% + 25% = 60%, total
cost.

$\therefore 60\% = \$120$

1% = \$2

24% = $24 \times \$2 = \48 , selling
price of each cow.

Also, 15% = \$30, cost of first,
20% = \$40, cost of se-
cond, and

25% = \$50, cost of third.

XII. Sold an article at 25%
loss, but if it had cost me \$10 less,
I would have gained 50%. Find
cost.

SOLUTION.

Let 100% = actual cost, and

25% = rate of loss on this
cost, then

75% = selling price.

100% - \$10 = supposed cost,
and

50% = rate of gain on this
cost, then

50% of (100% - \$10) = 50%
- \$5, amount of gain. (100%
- \$10) + (50% - \$5) = 150
%. - \$15, selling price.

Then from the conditions of
the problem, we have,

150% - \$15 = 75%, and

75% = \$15

1% = \$.20

100% = \$20, cost required.

THE OHIO EDUCATIONAL MONTHLY.

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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.

American Journal of Education..St. Louis, Mo.
American School Board Journal
.....Milwaukee, Wis.
Art Education.....New York, N. Y.
Canadian Teacher.Toronto, Ca.
Colorado School Journal.....Denver, Col.
Educational News.....Newark, Del.
Florida School Exponent.....Jacksonville, Fla.

POSTOFFICE.

Indiana School Journal.....Indianapolis, Ind.
Interstate Review.....Danville, Ill.
Kindergarten News.....Springfield, Mass.
Michigan School Moderator.....Lansing, Mich.
Midland SchoolsDes Moines, Ia.
Missouri School Journal.....Jefferson City, Mo.
Northwestern Journal of Education.....
.....Lincoln, Neb.
Ohio Educational Monthly.....Columbus, Ohio.
Pennsylvania School Journal.....Lancaster, Pa.
Popular EducatorBoston, Mass.
Primary Education.....Boston, Mass.
School BulletinSyracuse, N. Y.
School Education.....Minneapolis, Minn.
School Journal.....New York, N. Y.
School and Home Education.....Bloomington, Ill.
School News and Practical Educator.
.....Taylorville, Ill.
Southern Educational Journal.....Atlanta, Ga.
Southern Schools.....Lexington, Ky.
Teachers' Institute.....New York, N. Y.
Teachers' WorldNew York, N. Y.
Texas School Journal.....Austin, Tex.
Western School Journal.Topeka, Kan.
Western Teacher.....Milwaukee, Wis.
Wisconsin Journal of Education, Madison, Wis.

THE next State Examination will be held in Columbus, Ohio, Tuesday, Wednesday, and Thursday, June 19, 20, 21, 1900. All communications regarding it should be addressed to W. W. Boyd, Painesville, O.

STATE Association, Put-in-Bay, June 26, 27, and 28.

NATIONAL Educational Association, Charleston, S. C., July 7-13, National Council, meeting, July 7 and 9, and the regular sessions of the general association being held July 10-13.

UPON what we deemed the most reliable authority, a statement was made in the May MONTHLY that Section 4074 had been amended so as to require an examination in music by all teachers after January,

1902. We are informed by Commissioner Bonebrake that the bill containing this provision did not become a law, but that Section 4017 was supplemented as follows:

Section 4017a. Each board of education may employ a teacher or teachers, whose duty it shall be to give instruction and training in vocal music to the youth of all the schools of the district, and said board is empowered to purchase and supply all appliances and books necessary to the proper pursuit of said branch of study.

The reason for thus supplementing the law which already empowered boards of education to employ music teachers, is not plain, but if special attention to the importance of teaching music in the schools will thereby be emphasized, some good may follow.

WE gladly give place to the following statement from Dr. White, which explains itself:

My Dear Editor—You evidently misunderstood my reference to the Normal College feature of the normal school bill. The mistake alluded to in no way involved the popularity or merits of the Ohio State University. I hold President Thompson in high esteem and fully appreciate the excellent work which he is doing. The mistake in incorporating the Normal College in the bill was due to the fact that the provisions establishing the four State Normal Schools were not applicable to the establishment of a Normal College in

connection with the State University. The outlined course of training and the conditions of admission—conditions unwisely inserted in the bill by the School Committee after the bill was introduced into the House—were also not applicable to the Normal College. I am now clear in my judgment that the Normal College should have been provided for in a separate bill, or possibly in separate sections of the same bill.

Most truly yours,
E. E. WHITE.

May 12, 1900.

THE August number of the MONTHLY will be published the first week in July, and will contain the proceedings of the Put-in-Bay meeting, and other material of value and interest to the teachers. The September number will contain a full account of the Charleston meeting, which will be prepared by our special correspondents. Any one who may know of any item of special interest relating to the meeting or the trip to Charleston will confer a favor by notifying any one of the following representatives of the MONTHLY:

Miss Margaret W. Sutherland, F. B. Pearson, R. E. Rayman, E. L. Harris, R. W. Mitchell, John A. Heizer and N. H. Chaney.

THE announcements of elections and re-elections which have reached us, and which we note in this issue, are encouraging. In many instances faithful work has

been recognized, either by an election for a term of years, or an increase in salary, or both. The MONTHLY extends congratulations to all who have been thus recognized, and it seems fitting in so doing to congratulate in a special manner Supts. Parker, of Elyria, and McDonald, of Wellsville, who have so faithfully served their communities for so many years, and who still retain the confidence of their patrons in an unusual degree. Such records are surely deserving of special mention, and should serve in a measure at least to encourage others who may have been less fortunate.

THE report of Supt. W. N. Hailmann, of Dayton, for the year ending August 31, 1899, is a very interesting document, which discusses in a vigorous manner many of the live educational problems of the day. Under the topic of "Admission of Pupils to High School," we find the following eminently sensible remarks:

"The admission of pupils from the district schools to the High School on the exclusive basis of recommendation by their teachers was found to be inexpedient. Variations in the personal equation of the great number of teachers whose judgment entered into the decision, had brought about variations in the standard for admission which seriously enhanced the difficulties of the initial work in the First Year class of the High School and had unduly increased the number of

admissions. In order to meet these difficulties, it was decided to subject recommended candidates for admission to a suitable supplementary examination, and to decide their claims for admission upon the combined result of the recommendation and examination. At the same time teachers were given to understand that the effectiveness of their work would be tested, not upon the number recommended for admission, but rather upon the percentage of admissions on the basis of their recommendations. This measure accomplished the desired results."

We believe that a careful investigation on the part of many other superintendents who have been carried away with the theory that examinations have no place in school, and that promotions of pupils can be made on the "exclusive basis of recommendations by their teachers," will prove to them also that such a plan is "inexpedient." The fact that examinations have been grossly misused and abused in the past is no reason for abolishing the proper use of them at present. They ought never to be made the sole basis of promotions, but when properly conducted they can be made a valuable aid to the teacher and superintendent in determining the fitness of pupils to do the work of the next grade. The foolish and harmful worship of examinations and per cents by a few, is equalled only by the efforts made by extremists of the opposite class to devise ways and means to abolish

them entirely. In this matter as in all others of importance, there is great need of constant exercise of that common sense which is the only safeguard against the tendency to attempt to right a supposed wrong by creating another equally as bad.

THE program of the State Association to be held at Hotel Victory, Put-in-Bay, June 26, 27 and 28, speaks for itself, and tells plainly that the executive committee has done its full duty in preparing a good bill of fare. The subjects to be discussed are important, and those who are to discuss them are men and women of experience who will have something helpful to say. The Association is specially fortunate in securing Dr. M. G. Brumbaugh for the annual address. He is well known in many counties in the State, where he has done most acceptable institute work, and he will receive a most cordial welcome at Put-in-Bay. Hotel Victory is an ideal place to meet. The sessions will not be long, and there will be abundant opportunity for that social intercourse and restful recreation which have always been so characteristic of all our State meetings—especially those held at this beautiful hotel. There should be a large attendance of teachers and their friends, both young and old, and no one should forget that he should show his practical appre-

ciation of the program and privileges arranged by our faithful executive committee *by paying his membership fee of \$1.00 to the treasurer early in the session.* Do not forget the place, Hotel Victory, Put-in-Bay; or the time, June 26, 27 and 28; *or the fee, \$1.00.*

THE CHARLESTON MEETING OF THE N. E. A.

The interest in the meetings of the National Educational Association is always twofold. The program in itself is attractive and the meetings always furnish an opportunity to see and hear some of the most prominent educators of the Nation. We trust that the program at Charleston will not be a disappointment to those who attend. The editor's close connection with its arrangement forbids that he should speak of it at length, but the following outline of topics and speakers for the general sessions will be of interest to our readers:

TUESDAY AFTERNOON, JULY 10—

Meeting called to order by chairman of the local executive committee, W. H. Welch, Esq., Charleston, S. C.

Prayer—music.

Addresses of Welcome (30 minutes)—

His Excellency Miles B. McSweeney, Governor of South Carolina, on behalf of the State.

Hon. John J. McMahan, State

Superintendent of Public Instruction, on behalf of the educational interests of the State.

Hon. J. Adger Smyth, Mayor of Charleston, on behalf of the municipality.

Henry P. Archer, Superintendent of Charleston schools, on behalf of the educational interests of the city.

Responses (30 minutes)—

Dr. Wm. T. Harris, Commissioner of Education of the United States, Washington, D. C.

Dr. E. Oram Lyte, First Pennsylvania State Normal School, Millersville, Pa.

J. W. Carr, Superintendent of city schools, Anderson, Ind.

J. A. Foshay, Superintendent of city schools, Los Angeles, Cal. Music.

President's Address (30 minutes)—President O. T. Corson, Columbus, O.

Appointment of Committee on Resolutions.

Active members will meet at their respective state headquarters to select nominees for the general Nominating Committee.

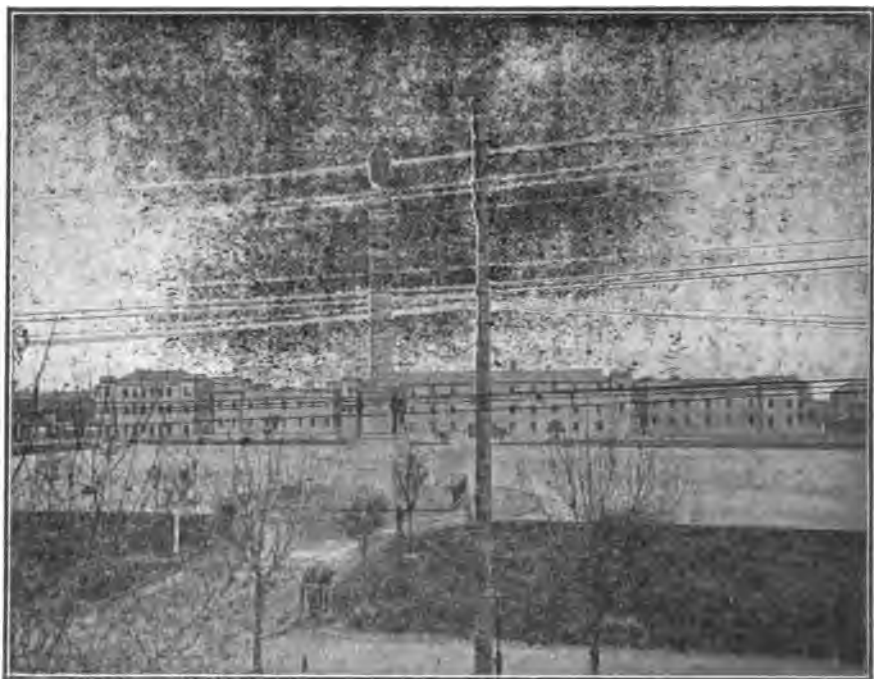
TUESDAY EVENING, JULY 10.

Music.

The Small College—



COLLEGE OF CHARLESTON, FOUNDED 1785.



SOUTH CAROLINA MILITARY ACADEMY, CALHOUN MONUMENT IN THE DISTANCE.

I. Its Work in the Past—President W. O. Thompson, Ohio State University, Columbus, O.

II. Its Prospects — President W. R. Harper, University of Chicago, Chicago, Ill.

WEDNESDAY MORNING, JULY 11.

Prayer—music.

Contributions of Religious Organizations to the Cause of Education—

I. By the Baptist church—President Oscar H. Cooper, Baylor University, Waco, Texas.

II. By the Methodist Church—Rev. H. M. Du Bose, D. D., Gen-

eral Secretary of the Epworth League, M. E. Church, South, Nashville, Tenn.

III. By the Catholic Church—Dr. Conde B. Pallen, St. Louis, Mo.

Appointment of Committee on Nominations.

WEDNESDAY EVENING, JULY 11.

Music.

Address (Subject to be supplied)—President Joseph Swain, Indiana University, Bloomington, Ind.

Address (Subject to be supplied)—Booker T. Washington, Tuskegee, Ala.

THURSDAY MORNING, JULY 12.

Prayer—music.

The Problem of the Grades.—

I. The Problem of Discipline—

By Miss Gertrude Edmund, Principal of Teachers' Training School, Lowell, Mass.

II. The Problem of Classification and Promotion—By Miss Elizabeth Buchanan, Kansas City, Mo.

III. The Problem of Instruction—By Mrs. Alice Woodworth Cooley, Supervisor of Primary Grades, Minneapolis, Minn.

The annual meeting of the Active Members for the election of officers and the transaction of other

business will be held at the Thompson Auditorium at 12 M., Thursday, July 12.

The meeting of the new Board of Directors will be held at 5:30 P. M., Thursday, July 12.

THURSDAY EVENING, JULY 12.

It is expected that the program for this evening will include addresses by President McKinley and others, if the President finds it possible and consistent with the duties of his office to be present.

FRIDAY MORNING, JULY 13.

Prayer—music.

Some Relations of Literature to Education—



CHARLESTON LIBRARY, ORGANIZED 17.8.



FORT SUMTER.

I. The Influence of Poetry in Education—By President Wm. M. Beardshear, State Collegé of Agriculture and Mechanic Arts, Ames, Ia.

II. The Value of English Literature in Ethical Training—By Principal Reuben Post Halleck, Boys' High School, Louisville, Ky.

III. Educational Values in Literature—By Dr. Martin G. Brumbaugh, Professor of Pedagogy, University of Pennsylvania, Philadelphia, Pa.

FRIDAY EVENING, JULY 13.

Music.

Addresses—

I. Address (Subject to be supplied)—Geo. B. Cook, Superintendent of city schools, Hot Springs, Ark.

II. What Manner of Child Shall This Be?—By Hon. G. R. Glenn, State Superintendent of Public Instruction, Atlanta, Ga.

Music.

Report of Committee on Resolutions.

Introduction of President-elect.

Music—"America," by the audience.

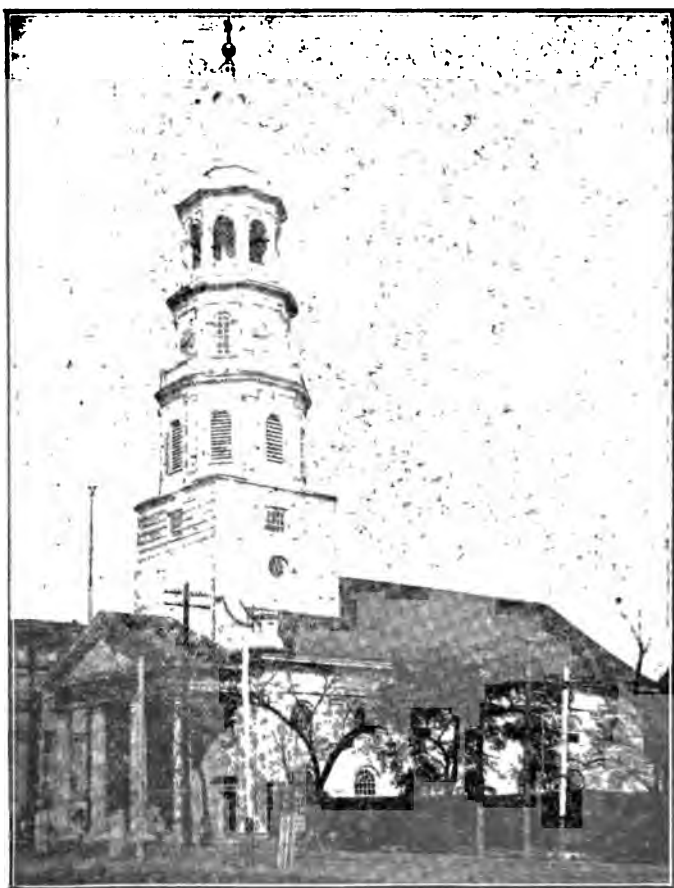
Benediction—adjournment.

Bulletin No. 3, already mailed to all active members by Secretary Shepard, contains the programs

of all the different departments in as complete a form as possible at this early date. Mr. Shepard will gladly supply all who desire copies of this Bulletin upon application to him at Winona, Minn.

The opportunity to travel is also always one of the factors of interest and profit to all who attend these meetings, and the trip to Charleston will readily be recognized as one of far more than usual

interest. The mere thought of Lookout Mountain, Missionary Ridge, Chickamauga, High Bridge, Asheville, Biltmore, Old Point Comfort, Hot Springs, Richmond, Washington, and many other places to be visited on the way going and coming, is suggestive of the pleasure and profit in store for all who attend. Then, the city of Charleston is, in itself, full of interest to all, and teachers espec-



ST. MICHAEL'S CHURCH.

ially. We publish in this issue views of a few of the many interesting places to be seen in this quaint, old Southern City, so noted for its beautiful harbor, historic buildings and hospitable people. For full information regarding the plans of the trip, any who are interested should address the nearest member of the following committee, who will gladly respond to such requests: Supt. J. A. Shawan, Columbus; Prof. Jno. A. Heizer, Norwood, Cincinnati; Prin. E. L. Harris, Cleveland; Supt. N. H. Chaney, Chillicothe; Supt. R. E. Rayman, East Liverpool, Supt. R. W. Mitchell, Defiance.

Ohio Headquarters will be at Room 110, Charleston Hotel, where Ohio teachers and their friends will always be welcome. Attention is again called to the fact that all who desire accommodations in private families, should write at once to Jno. A. Smith, chairman Committee on Hotels and Accommodations, Charleston, S. C.

The following rates to Charleston furnished by D. S. Wilder, D. P. A., B. & O. R. R., Columbus, Ohio, will be of interest to our readers.

GOING AND RETURNING VIA CINCINNATI OR LOUISVILLE.

Zanesville, \$24.95; Newark, \$24.95; Columbus, \$23.95; Akron, \$27.60; Wooster, \$27.15; Mt. Vernon, \$25.30; Washington, C. H., \$23.05; Mansfield, \$26.05; Sandusky, \$26.85; Fostoria, \$26.05.

GOING AND RETURNING VIA WASHINGTON, D. C.

Zanesville, \$28.40; Newark, \$29.40; Columbus, \$29.70; Akron, \$27.60; Wooster, \$29.70; Mt. Vernon, \$30.75; Washington, C. H., \$30.40; Mansfield, \$30.75; Sandusky, \$30.75; Fostoria, \$31.85.

GOING VIA WASHINGTON AND RAIL VIA WASHINGTON OR BALTIMORE, NORFOLK OR PORTSMOUTH, RETURNING VIA CINCINNATI OR LOUISVILLE OR VICE VERSA.

Zanesville, \$30.10; Newark, \$30.15; Columbus, \$29.15; Akron, \$30.70; Wooster, \$31.10; Mt. Vernon, \$30.40; Washington, C. H., \$29.70; Mansfield, \$30.70; Sandusky, \$31.10; Fostoria, \$31.20.

GOING VIA BALTIMORE. M. & M. T. CO.'S STEAMERS TO SAVANNAH, THENCE RAIL. RETURNING SAME ROUTE.

Zanesville, \$31.40; Newark, \$32.15; Columbus, \$32.75; Akron, \$31.00; Wooster, \$31.75; Mt. Vernon, \$32.25; Washington, C. H., \$33.55; Mansfield, \$32.25; Sandusky, \$32.25; Fostoria, \$33.35.

GOING VIA BALTIMORE. M. & M. T. CO.'S STEAMERS TO SAVANNAH, RETURNING VIA CINCINNATI OR LOUISVILLE, OR VICE VERSA.

Zanesville, \$31.10; Newark, \$30.15; Columbus, \$30.10; Akron, \$30.70; Wooster, \$32.15; Mt. Vernon, \$30.40; Washington, C. H., \$29.70; Mansfield, \$30.70; Sandusky, \$31.05; Fostoria, \$31.30.

EDUCATIONAL NEWS.

—The last meeting of the Trumbull County Teachers' Association was held under the direction of the County O. T. R. C. At the afternoon session Prof. A. C. Pierson of Hiram gave an address on "The Ancient Mariner," and State Secretary J. J. Burns one on "Nature in Poetry and Poetry in Nature."

—Supt. F. F. Main of South Charleston made an interesting talk on "Wireless Telegraphy" at the last session of the Clark County Teachers' Association. Probate Judge Galloway of Columbus gave an entertaining address at the afternoon session.

—Wittenberg College, Springfield, is very fortunate in securing the services of Dr. J. C. Hartzler of Newark, as instructor in English, Psychology, Geography, and General Methods in the summer school which opens June 25.

—"The St. Mary's Argus and Democrat" began, in its issue of May 10, a very interesting History of Auglaize County by Supt. J. D. Simkins. The name of the author is a guarantee of the excellence of the history, and all who are interested should subscribe at once. One year's subscription to "The Argus and Democrat" is \$1.50.

—The many friends of J. W. Scott who was compelled to resign his position as superintendent of schools at Loudonville, Ohio, a few

years since, on account of failing health, will be glad to hear of his continued success as principal of one of the largest schools in Colorado Springs, Colorado, as indicated by his recent reelection at an increase of \$200.00 in his salary. He is enjoying the best of health in his new home, and hopes to attend the Charleston meeting.

—M. T. C. Wing who has had charge of the science work in the Findlay high school for several years, leaves the teachers' ranks at the close of school to enter upon the work of journalism as reporter on the "Toledo Times," the successor of the "Toledo Commercial." While Mr. Wing has been eminently successful in his work as teacher, we believe he will be even more successful in his new field for which he has special adaptability. We congratulate the "Toledo Times" upon his appointment.

—Some of the finest lettering of diplomas we have ever seen is the work of Lee A. Dollinger of the Covington high school. His charges are reasonable, and we can heartily recommend him to all persons who desire artistic work of this character.

—The local papers speak in the highest terms of the work done in the Union City, Ind., (Ohio side) schools under the supervision of Supt. S. Wilkin. The recent commencement exercises were unique in their character being a represen-

tation in the first part of the school "As It Was," and in the second part of the school "As It Is."

—"Comus" is the name of the Zanesville High School Paper a copy of which has recently reached us. H. C. Frazier is the Editor-in-Chief.

—Dr. J. C. Hartzler of Newark is in demand as a lecturer at institutes and commencements. He has recently delivered addresses at the Springfield City Teachers' Association, Madison Academy, Mt. Perry, and the County Association at Glenford, and has engagements at commencements in a number of places.

—Dr. J. W. Zeller, superintendent of the Findlay schools, delivered the class address at Deshler, May 30.

—We are in receipt of a copy of the catalogue of the Ashtabula County Teachers' Institute, and Christy School of Pedagogy. The instructors are Prof. C. B. Van Wie, Miss Ruth English, Supt. J. P. Treat, Supt. L. E. York, and Prof. Charles M. Riley.

—We are under obligations to O. C. Hulvey for a copy of "The Bugle," a monthly paper published by the students of Everts High School, Circleville, Ohio.

—Supt. W. H. Cole of Huntington, W. Va., has been unanimously reelected, and has been granted a leave of absence till the opening of school in September. His summer address will be Sabina, O. He will attend the meeting at Put-in-Bay and possibly the N. E. A. at Charleston.

—Charleston in summer is delightful. The floral display in city gardens and along the country drives is said to excel in beauty and attractiveness anything that is produced elsewhere in the United States. The continuous incoming breeze from the sea keeps the temperature pleasant on the warmest days. No sun-strokes or stifling heat are here to be found, such as conventions often labor under in northern inland cities. The trip to Charleston from the north via the Queen & Crescent Route and its connecting lines is as interesting as the visit to the city itself.

National Educational Association tickets via the Queen & and Crescent Route are so arranged that one can visit Chattanooga, Chickamauga Military Park and Lookout Mountain as well as the mountain city of Asheville and the famous "Land of the Sky." The stop-over privileges on these tickets are most complete indeed, and the historic points at Chattanooga as well as in the Blue Grass and the Cumberland Plateau are quite as great as those found at Charleston.

W. C. Rinearson, G. P. A., Cincinnati, is preparing a very interesting lot of printed matter with maps and illustrations in abundance, setting forth the things that are of most interest to the teacher both at Charleston and enroute. Every teacher in the country should see to it that a supply of this printed matter is in his hands at once whether he expects to make the trip to Charleston or not. It will be of interest in either case.

—The mid-summer meeting of the Educational Press Association will be held in Charleston, on Thursday afternoon, July 12. The

place of meeting will be announced from the platform of the General Association.

Program: Address—The Mission of the Educational Press in America, by D. M. Geeting, editor Indiana School Journal. Discussions by B. C. Caldwell, President Louisiana State Normal School, Natchitoches, editor Louisiana School Review, and H. R. Pattengill, editor Michigan School Moderator, followed by general discussion by the members.

—The American Society of Religious Education has effected an affiliated relation with the National Educational Association, purposing to hold a session each year in the same city. The first meeting will occur July 7, 8, 9, in the city of Charleston, S. C., immediately preceding the convention of the N. E. A. The program is being arranged and will be ready for mailing in a few days. Persons desiring copies should address the national secretary, Rev. J. E. Gilbert, D. D., Washington, D. C. This society has for its object to bring together evangelical scholars for the consideration of various topics with the view to improve the methods of religious instruction in the family, the Sunday-school and the college. It is believed that the Society and the Association have many interests in common and that they may be mutually helpful. There is room for great improvement in the direction proposed, and without doubt the secular teachers may be very helpful to those who teach the Word of God. Besides, the cause of general education must be greatly advanced by this combination of effort.

—Supt. Wells L. Griswold, of Collinwood, has accepted an invitation to teach for four weeks in the State Summer Training School for teachers at Redwood Falls, Minn.

ELECTIONS AND RE-ELECTIONS REPORTED TO THE MONTHLY.

J. W. Smith, Ottawa, unanimously re-elected for two years, and salary increased \$100 a year.

D. W. Klepinger elected to take charge of the new high in Harrison township, Montgomery county, at a salary of \$800.

W. D. Kail, Bowerston, unanimously re-elected for another year.

D. S. Clinger, Manchester, re-elected at an increased salary.

J. R. Clarke, Lawrenceville, German township, Clark county, re-elected for two years, and salary increased \$10 a month.

W. H. Kirk, East Cleveland, after having served nine years, re-elected for three years at \$1,600 for the first year, \$1,700 for the second, \$1,800 for the third; salary the past year \$1,300.

D. C. Rybolt, principal Galion high school, re-elected for three years, and salary increased to \$1,000.

E. K. Barnes, who has had charge of the schools at Lees Creek for several years, elected to the superintendency at New Carlisle.

D. S. Ferguson, Highland, re-elected for the fifteenth year at an increased salary.

Charles Hauptert, Wooster, re-elected for another year.

A. F. Waters, Georgetown, re-elected for another year, at a salary of \$1,000.

S. A. Harbout elected to the superintendency at Toronto, salary \$1,000.

D. N. Cross, Plain City, re-elected for another year.

E. D. Lyon, Mansfield, re-elected for another year.

Frank Linton, Salineville, re-elected for another year, and salary increased \$100.

W. O. Smith, Arcanum, re-elected for his fifth year.

N. H. Chaney, Chillicothe, unanimously re-elected, salary \$2,500. R. R. Upton, principal high school, also re-elected, salary \$1,500.

W. H. Richardson, Woodville, re-elected for three years, and salary increased \$90 a year.

E. M. Van Cleve, Greenville, re-elected for two years, and salary increased \$100 a year.

J. L. McDonald, Wellsville, re-elected for the thirtieth time, and salary increased from \$1,500 to \$1,800.

P. C. Zemer, Ansonia, unanimously re-elected for two years, and salary increased \$100.

H. M. Parker, Elyria, after thirty years of service, re-elected for three years more.

J. E. Randall, Camden, re-elected for three years, and salary increased.

J. C. Seemann, Vermilion, re-elected for another year, and salary increased \$100.

J. H. Gibbins, Eaton, re-elected for another year, and salary increased.

G. R. Miller, of Kalida, elected to the superintendency at Continental.

B. O. Bristline, Bradner, re-elected for two years.

Principal F. B. Moore, Columbus Grove, re-elected at an increased salary.

Supt. H. D. Grindle, Columbus Grove, has had his salary increased for the coming year, although he has completed but one year of the two-year term to which he was elected.

F. W. Toan, Pemberville, re-elected for another year.

M. W. Spear, Mt. Gilead, re-elected for his ninth year.

W. H. Critzer, director of music, Mt. Gilead, re-elected for three years.

H. Z. Hobson, Dennison, unanimously re-elected for another year.

J. W. MacKinnon, Middletown, re-elected for two years at a salary of \$1,800.

G. C. Maurer, New Philadelphia, re-elected for another year, and salary increased \$200.

M. A. Brown, New Madison, re-elected for his ninth year.

G. D. Smith, Gibsonburg, re-elected for another year at a salary of \$950.

E. A. Stocker, principal Collingwood high school, unanimously re-elected at an increased salary.

H. T. Silverthorne, Mt. Sterling, unanimously re-elected at an increased salary.

COMMENCEMENTS REPORTED TO THE MONTHLY.

Manchester, sixteen graduates; Hamden Junction, one; Nelsonville, twenty; Adams township, Champaign county high school, one, and "Boxwell," two; New Lexington, nine; Beach City, nine; Bradner, five; Terrehaute, township high school, two, and "Box-

well," three; West Liberty, eight; Highland, four; Union City, fourteen; Louisville, ten; Albany, four, South Charleston, ten; Camden, seven; Carlisle, five; Wootville, five; Chillicothe, thirty; Deshler, fourteen; Pemberville, six; Wells-ville, seven; La Grange, eight; Hartwell, twenty-two; Edgerton, seven; Attica, six; Dalton, seven; Van Wert, twenty-three; Madison township, Lake county, high school, two; Bowling Green, twenty-nine; Grove City, four; De Graff, twenty-four; Anna, three; Herring, six; Wellington, seventeen; Cardington, fourteen; Columbus Grove, ten; Poland, two; Mt. Gilead, twelve; Somerset, ten; Uhrichsville, seven; Bellevue, twenty-two; Marion, twenty; New Philadelphia, nine; Tiffin, thirty-eight; Upper Sandusky, sixteen; Ashland, thirteen; Fredericktown, seven; Marysville, twenty-one; New London, thirteen; Hilliard, five, Greenwich, ten; Barnesville, sixteen; Millersville, sixteen; Xenia, twenty.

BOOKS AND MAGAZINES.

Ainsworth & Co., Chicago, Ill.:

"Studies in English and American Literature." By G. H. Bell. Part first of the book is a historical outline. Part second is made up of selections arranged by subjects.

"Rhetoric and English." By G. H. Bell. The volume deals in a comprehensive manner with the essentials of good language.

D. C. Heath & Co., Chicago, Ill.:

"Ivanhoe." Edited with Introduction and Notes by Porter Lander MacClintock, A. M., Instructor in the University of Chicago. Price 50 cents.

The MacMillan Company, New York:

"Paradise Lost, Books I-II." By John Milton. Edited for High School use by William I. Crane, Head of the English Department Steel High School, Dayton, Ohio. This volume is admirably edited, with the idea in mind of providing the pupil with such training, while studying this classic, as will assist him in gaining from the other great works of literature what the teacher and editor have helped the pupil to gain from this one.

Ginn & Co., Chicago, Ill.:

"Oriole Stories" for Beginners. By M. A. L. Lane. Mailing price 33 cents.

"The Mother Tongue"—Books I and II. By Sarah Louise Arnold, Supervisor of Schools in Boston, and George Lyman Kittredge, Professor of English in Harvard University.

Book I is designed to guide children to an intelligent appreciation and enjoyment of good English, and to introduce the study of grammar.

Book II sets forth the elements of English Grammar in their relation to thought and its expression.

Butler, Sheldon & Co., Chicago, Ill.:

"Progressive Course in Reading." The purposes of this course are: First Book—(a) To provide for the harmonious cultivation of the pupil's Sight, Hearing, and Vocal Organs. (b) To stimulate the pupil's mental powers, and to assist him in learning to read. Second Book—(a) To extend the pupil's knowledge of printed symbols,

and to assist him in becoming self-helpful. (b) To interest the pupil in reading, and to increase his fund of knowledge.

The distinctive features of the Third Book are: (a) Its systematic gradation. (b) The Variety of its subject-matter, and the Continuity of thought for which it provides. (c) Its anticipation of the pupil's needs both in and out of the schoolroom.

The first three books have been received, and we presume the fourth and fifth will be ready soon. The authors are George I. Aldrich and Alexander Forbes.

Werner School Book Co., Chicago, Ill.:

"Four American Pioneers"—Daniel Boone, David Crocket, George Rogers Clark, and Kit Carson. A Book for Young Americans, by Frances M. Perry and Katherine Beebe. This volume is another valuable addition to the "Four Great American Series," edited by James Baldwin, Ph. D. Price 50 cents.

Houghton, Mifflin and Co, Boston:

"Jean Francois Millet," a Collection of Fifteen Pictures and a Portrait of the Painter, with Introduction and Interpretation by Estelle M. Hurl. Millet devoted his talent to the portrayal of a single theme, that of French peasant life. The selections included in this book are mainly those familiar to a great majority and therefore favorites.

"Three Outdoor Papers." By Thomas Wentworth Higginson, with a biographical sketch and an Index of Plants and Animals

Mentioned. The Procession of the Flowers, April Days and Water Lilies are the titles of these charming papers.

"Henry Esmond." By William Makepeace Thackeray, with an introduction and notes, and with seventy-six illustrations by George Du Maurier and others. Such an old friend needs no comment.

"The Unique Library Record" is the title of a book of 100 pages arranged by C. E. Palmerlee, County Superintendent of Schools, Lapeer, Mich. It contains Index, Catalogue, and Record and will prove valuable for use in schools and private libraries. Write Superintendent Palmerlee for terms.

Ex-President Cleveland, if any man, is at home with such a subject as "The Independence of the Executive," which is the title of his forthcoming paper in the June *Atlantic*. He begins with a masterly review of the growth of presidential power since the establishment of our government, and then, with characteristic decision, sums up those duties which are fundamentally and unavoidably the President's own.

The cover page of *St. Nicholas* is most attractive with the dainty Miss plucking June roses. The attractiveness of the cover, however, is only a prelude to what is to be found within—a regular feast for the little folks. The story of brave "Molly Pitcher" is told in verse by Laura E. Richards; "Pretty Polly Perkins," by Gabrielle E. Jackson, is continued and other interesting contributions fill this number.

THE OHIO EDUCATIONAL MONTHLY

JULY • 1900 •

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O. T. CORSON, Publisher, 57 East Main St., COLUMBUS, O.

Entered as second-class matter at the Postoffice, Columbus, O.

SIX NEW BOOKS

The AMERICAN BOOK COMPANY has just added a new volume to the Series of "Modern German Readings;" a new volume to the Series "Stories of the States;" two new volumes to the Series "Eclectic School Readings;" and has issued Dr. Charles F. Johnson's "English and American Literature;" and the "Graded School Register" by Dr. L. D. Harvey.

ENGLISH AND AMERICAN LITERATURE

Outline History of English and American Literature. By CHARLES F. JOHNSON, Trinity College, Hartford. Principally for use in Colleges and higher grades of Academies and High Schools. 12mo, cloth, 552 pages, with complete index, and illustrated \$1.25

THE STORY OF ULYSSES

By M. CLARKE, author of "The Story of Aeneas," "The Story of Troy," "The Story of Caesar," etc. 12mo, cloth, 283 pages. Beautifully illustrated, and containing an Alphabetical Table indicating the pronunciation of Proper names60

ALICE'S VISIT TO THE HAWAIIAN ISLANDS

By MARY H. KROUT. 12mo, cloth, 208 pages; fully illustrated, principally from photographs taken by the author; contains a double page Map in colors of the Islands; and a table of the pronunciation of Hawaiian names and terms45

STORIES OF THE BADGER STATE (WISCONSIN)

By REUBEN GOLD THWAITES. Beautifully illustrated, and containing full index. 12mo, cloth, 255 pages60

DER MEISTER VON PALMYRA

By ADOLF WILBRANDT. Edited with Introduction and Notes by THEODORE HENCKELS, Chair of Modern Languages, Middlebury College. 12mo, cloth, 212 pages80

GRADED SCHOOL REGISTER

And Record Book. By L. D. HARVEY, State Superintendent of Wisconsin. Combines Daily Record of Attendance and Absence, and Summaries for Term and Year; Records of Pupils by Grades and Classes; a Record of Each Pupil's Standing by Term and Year; a Record of Work Done in Each Class by Terms; Blanks for Programme of Daily Exercises; etc., etc. The most complete work of the kind published \$1.25

Single copies of any of these works will be sent by mail, postpaid, on receipt of the price. Correspondence is cordially invited.

AMERICAN BOOK COMPANY, PUBLISHERS, CINCINNATI

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. XLIX.

JULY, 1900.

No. 7.

THE POPULAR LITERARY(?) NEWSPAPER.

BY W. G. COMPHER.

The old law of supply and demand holds as good in the reading world as elsewhere.

Where there is a demand there will be an endeavor to supply that demand; and often there is an attempt—successful in many instances—to create an abnormal demand in order that the supply may be enhanced, and when this abnormal condition exists in any field the result must be, will be bad; a diseased state results and bitter must be the medicine that will effect a radical cure.

The American people are, notably, a restless people, restless in politics, in social life, in business, in pleasure, and even in morals.

This restless condition is the result of many commingling factors, not necessary to be analyzed here, but which affords an opportunity to the schemer in all fields, to

arouse a following and to lead his dupes, for the time being, wherever he will; but the disease also carries with it its cure, and in a very short time the very restlessness of the people will cause them to break with their leader, and seek new fields, new excitement. Examples of this are seen most clearly, perhaps, in the political life, as there the common concern affects a larger number than in any other line.

This restless condition of mind takes away the desire, the power, of careful and deliberate thought, of that concentration that is necessary to fully enjoy the higher and more spiritual truths in the world about us, and in the literature of the masters, and creates in its stead an appetite for the unreasonable. the startling, for the mental pyrotechnics that are flashed upon us

from all sides in a truly Fourth of July style. This appetite grows more rapidly than the food that it feeds upon, hence we see the forced efforts to supply the demand, while every such effort but increases the demand, and like Squeers's famous pupil there is a continual cry for "more."

To whom shall we charge this peculiar state of affairs?

To the producer or to the consumer? To the writer or the reader?

It would be a difficult task, indeed, to analyze all the conditions and place the blame where it justly belongs, but we believe that both parties are almost equally at fault and the question that is of most importance for us to solve is, "how shall we correct the evil?"

Who can answer the question, can solve the problem? He will be a true benefactor to his race, who shall be able to do so, and banish the low literary paper from the homes of the American people.

Legislation and law cannot accomplish it, else would the labors of Anthony Comstock have proved sufficient to drive out the class of writing against which he has been laboring. But he has only caused it to be issued with more care. It is not suppressed.

In a recent issue of the "Dial" the statement is made that "It is popular taste in literature that makes possible the existence of the

class of newspapers that so disgrace American civilization."

And in another article in the issue is the statement: "Literature is degraded to about the position of the lapdog of an idle woman."

These are rather startling statements and no doubt many of the "elect" will resent them, but they have lived all their lives in an atmosphere never chilled by the frosts of a low literary taste, and are unconscious that such an atmosphere exists, or if conscious, have had very slight whiffs from this, to them, far-away land.

How little the literary man knows of the literary (?) food of the other half! Half? Yea, rather, the other ninety-nine hundredths.

He sits in his library, surrounded by the works of the masters; his tables are piled high with the good literary periodicals of his own and other countries; he is continually searching for pearls in mines that are rich in all sorts of gems, where, if he should miss the pearl, he is likely to find a stone of no less worth; he breathes a rarefied air that will not sustain a less refined mortal, while, from this holy of holies, at rare intervals there is given to the admiring world, not the great living, throbbing, restless world, but the world bounded by the ponderous tomes and the yellow manuscript, a deep disquisition upon some recondite

phrase, or the literary value of the conjunction "but" in the works of the sixteenth century.

Or perchance he occupies the professor's chair in some great college or university, where he is surrounded by his little world of students, a coterie who have left behind them the world, the flesh, and, it is to be hoped, the devil, and are laboriously toiling up the steep ascents that lead to the Elysian fields above the dwelling places of the common herd.

Should you in a thoughtless, unguarded moment express your belief that down in the lowlands of the literary field, in the marshes, as it were, of our American literary life, the people prefer J. Whitcomb Riley to Shakespeare, that they vote Browning a bore, that stories of Indian adventures, of pirates and Dick Turpin exploits were more to them by far than "The Christian," "Quo Vadis," or any of the books that are reviewed in our literary magazines, the professors will look at you in amazed silence, will consider you as one of the *canaille*, and your companion students, while they may secretly agree with you, will shun you like a pariah lest they lose caste in the eyes of the professor.

Disguise the fact as you may, ignore it, if you will, forget it if you can, it still remains and like Banquo's ghost will rise, the sad fact that the great mass of our people are feeding on literary husks and

seemingly enjoy this food without any thought of a prodigal's return. We hear much about the elevation of the stage; moralists write learned treatises upon it; ministers thunder at it and about it from the pulpit; well meaning, but not well minded, men and women are found now and then, who, in a fit of misconceived humanity, are willing to sacrifice themselves that they may elevate the stage. The sacrifice is generally accepted and—the stage remains the same. This, however, does not prove that it cannot be done, or should not be done. That is another question.

But how much have we written about the elevation of our literature, the literature of the people? How many sermons have you heard preached against the low class of reading matter that is spread broadcast throughout our land? We have spasmodic attempts in the cities to suppress obscene publications, but it is not these we are considering, but the class that, though not absolutely bad in itself, yet is debilitating to mental and moral powers.

The drama, however bad it may be, and it is not wholly evil, can influence but a small, very small part of our people. What influence has it outside of our cities, and how many in them are regular patrons?

Take the city of Chicago for an example. The population in 1890 was given as 1,208,669. The seating capacity of all the theatres,

music halls, music gardens, lodge rooms, and all other assembly rooms, not including churches, was 89,960. Now should all these places be filled to their reported seating capacity, they would contain only about three-fortieths of the population. How nearly they are filled, the wail of the managers is ample answer.

This is possibly a fair estimate for the large cities, though, of course, it varies in different parts of the country. In the smaller cities, the opportunities are less, the theaters fewer in number, and smaller in size, and as a rule they are held in less repute than in the large cities; so all things considered the patronage will be less in proportion than in larger places. How much influence, then, will the drama have upon our people?

On the other hand, the low class of literary journal finds its way, at some time or other, into almost every home in the land, and is read by all the members of the household.

This being true in a very literal point of view, which of the two, drama or journal, has the most opportunity to influence the people?

In attempting to answer this question, we have been investigating with the following results; Papers of this sort are wont to style themselves, "A Journal of Literature, Romance and Information;" "A Journal of Information and Entertainment;" "Devoted to Lit-

erature and the Entertainment of its Readers;" "A Lively, Interesting and Instructive Journal;" "A Modern Home Weekly of Romance, Departments and Events;" "A Journal of Choice Literature for the People;" and so on ad libitum.

These titles are quite taking among the class they are designed to reach, and the publishers shrewdly print the titles and headings in attractive form which is sometimes assorted by printing the illustrations in gaudy colors. The whole make-up gives one the impression of a vulgar striving for effect, attained by the cheapest means. No doubt the reverse of this is true with the patrons of such periodicals.

Some are devoted almost entirely to literature, so called. The articles in such are well worth a study from a psychological standpoint.

What strikes one at first view is the wonderful abundance of title bestowed upon the article and the remarkable fame assigned to the author. The following is the heading of a story copied literally from "The New York Family Story Paper":

SWEET KITTY CLOVER,

The Heroine of Manilla and the Pride of the Philippines—The Wondrously Beautiful Maiden for Whom the Most Terrific Duel in Modern History Was Fought, and

for Whom Gallant Commodore Dewey Risked His Life—The Most Thrilling Romance of Daring Adventure, Terrific Battles, and, Through it All, the Tenderest, Sweetest Love Story Ever Written.

By Miss Laura Jean Libbey, the Greatest Living Novelist, Whose Stories no Author Has Ever Been Able to Equal, and Whose Fame as the Favorite Writer of the People Has Never Been Surpassed—Author of "Odette," "Madcap Laddy," "The Alphabet of Love," "A Master Workman's Oath," "Flirtations of a Beauty," "Pretty Freda's Lovers," "The Crime of Hallowe'en," "Little Ruby's Rival Lovers," "Only a Mechanic's Daughter," "Daisy Gordon's Folly," "Lyndall's Temptation," "The Beautiful Coquette," and "Dora Miller."

Another from the "Hearth and Home" is: "Hearts and Spears," or "Love Under Two Flags"—"A Thrilling Story of the Cuban War."

One peculiarity in all those that are classified as the literary paper, is the double title of all their stories, these titles being almost invariably connected by "or." All the papers that we are investigating do not deal in these double titles, indeed some are very simple in that respect, but all the more pretentious ones do; as if that were a badge of superiority.

Again others that are published

under such titles as "The American Woman," "Family Herald," "Hours at Home," etc., have departments for children, columns devoted to evening amusements, etc., in addition to their literary features.

In regard to their circulation I have the following guaranteed statements from the publishers themselves:

"The American Woman"—monthly, 500,000 copies per month; "Chicago Ledger"—weekly, 600,000 copies per week; "Chicago World"—weekly, 500,000 copies per week; the Vickery and Hill list, comprising four different papers, 1,500,000 per month, or for the first six months of this year, they claim to have issued 18,034,000 copies. "Hours at Home," monthly, 200,000 copies per month; "The Family Story Paper," weekly, 150,000 per week, etc. These are but a few whose circulation has been guaranteed to me, but they are sufficient to show the vast amount of such material that is scattered broadcast throughout the land. The subscription price of many of them is very low, and one wonders how they can be published at such rates, especially as they are sent to many, year after year, as sample copies. But upon investigation we find that they are crowded with catch-penny advertisements of all sorts, and describe in glowing terms and holding out such rare inducements for invest-

ments as to deceive almost the "very elect," and on further inquiry we find the rates charged for these advertisements range from \$1.00 to \$3.25 per line for each insertion.

This at once clears up the mystery and solves the problem, how they can be sent out at such low subscription rates. I also find that as the paper is more devoted to stories, alone, the fewer advertisements are found in its pages, and the lower the rates per line. These papers depend more upon a regular subscription list and sales from the news stands, and do not send out many free copies. Many of the latter advertise only their own publications of novels, such as the "Old Sleuth" series, the "Klondike" series, etc.

I find that the number of these papers is "legion." They are published from Maine to California, and a mere list of them would fill pages.

They find their way into the homes in various ways. Publishers write to the postmasters in the smaller places for a list of those who receive their mail at their office, offering some trivial prize for their trouble; or they get the name of some one in the small towns, who will furnish them a list of names, usually those of young people preferred, and agree to send them the paper a year free of charge for such lists. These lists

are traded back and forth by many firms, so they all reach the same parties within the course of a few years.

Circulars are frequently sent out addressed — "To any teacher." These circulars will be distributed by the postmasters to teachers, and among the many, some will send in the list of names requested, and thus thousands of names are received by the companies, almost every week.

The subject considered is one that might be pursued to great length, and would no doubt be worth the time required to give it a full investigation, but enough has been given to show that this class of literature is large; its patrons, many; its scope, limited in ability, but wide in subject matter; startling in treatment, and baneful in its effects, upon those who are its habitual readers.

And we might close in the slightly altered words of Byron:

"Who reads incessantly, and to his reading brings not
A spirit, and judgment, equal or superior,
Unsettled still remains,
Deep-versed in papers (shallow in themselves)
Crued or intoxicate, collecting toys
And trifles for choice matters,
worth a sponge;
As children gathering pebbles on the shore."

NATURE'S SILENCES.

BY J. A. CULLER.

We cannot see all that can be seen; we cannot hear all that can be heard. We are astonished at the delicacy of the mechanism of our eyes and ears, and with all the scientific skill which has been lavished upon the anatomy and physiology of these organs we do not yet know just how we see and hear.

We can say that we have five senses by which the soul communicates with the world outside. We are, then, we may say, enclosed in a narrow cell with five very small windows. Two of them are larger than the other three but all are very small. We get only parts of things. We have to judge of the great tapestry of nature only by the shreds and patches which our limited sensations afford us.

Nature, for the most part, always will remain silent to us in this world.

What would be the condition of a man who is suddenly deprived of all his senses but who continues to live and enjoy good health as he might? It is hard to realize just what condition he would be in. It is certain he could for a time continue to think but he could have no way of proving to himself whether he was in his body and on earth or only a spirit, a mind without any connection with matter.

If then his sense of feeling, taste, and smell should return to him he would again begin to perceive some relations between himself and things outside. It would be something like awaking from a dream.

With these senses only the avenues to the mind are very narrow and yet Helen Keller has shown us what patient teaching and persistent effort can do even through such limited means.

The eye and ear, however, are our two large windows to the world about us and it is about their limits that we wish here to speak.

That which comes to us through the ear has greater disciplinary value and furnishes us with more information and pleasure than that which comes to us through the eye. I have always asserted that if I were compelled to lose either my eyes or my ears, I would let my eyes go provided I were wealthy and did not need to earn a livelihood.

The important part of the ear and the hardest to understand is the little bony chamber filled with liquid and located in the temporal bone on each side of the head. To these chambers the auditory nerves run out from the brain. The irritation of the extremity of this nerve in this inner ear results

in a sensation which is called sound. Any irritation of this nerve will produce sound. It is probable that at one time long ago all nerves were alike. All radiated from a common center or centers to the surface of the body. All sensation then was what we call feeling. All nerves could carry sensations of sound light and touch equally well. But after a time the nerves began to differentiate. Certain nerves began to assume special functions as a result of their positions of advantage.

It is perfectly natural that the nerves of general sensation which terminate in the mouth should assume a special function which we call taste for the entrance to the stomach is where taste was always called for before there was *taste*. For a similar reason the nerves which terminate in the nostrils ought to be sensitive to smell. The nerves terminating in the head, the front, of a body where instinct for self-preservation would take every advantage from sensations of light and sound, resulted in their special use for perception of these sensations. We cannot expect, then, to find perfection in any of these sensations. They are only in process of formation. Nature nowhere makes a claim to perfection in any of her organized forms.

The ear from long experience has become very delicate and ex-

pert in judging even very small disturbances of the air when these result in alternate condensations and rarefactions along the line which sound travels. The number of vibrations, however, must be within certain limits or they cannot be heard at all.

Vibrations of air begin to be audible at about 20 per second, and as the number increases we continue to hear till the number reaches 40,000 per second.

The range of audibility is thus quite large, reaching about eleven octaves.

It is only the middle octaves of these eleven that are of much value in music. Pianofortes usually go down to 33 vibrations a second, and some larger organs go down even to 16½. The upper note on a piano may give out even 4224 vibrations per second, and the highest note of a piccolo flute gives 4752 vibrations per second.

The cause of this limitation is not in the nature or number of the waves of air but in the anatomy and physiology of the ear. The character of the receiver determines the sensations which we receive. The ear might have been made so that those vibrations which are now audible would be silent to us, and those now silent would become audible.

There is much sweet music which we cannot hear. Grand orchestras are playing entrancing

music in waves both above and below the number which limits our ability to hear.

We can in imagination hear sweeter music than any which is ever played or sung. The best that any performer can do on pianos or organs is vulgar, but sometimes we hear enough of harmony to start in our souls a longing to break the bands which keep us from enjoying in full what we know we are getting only in part.

In the presence of a grand orchestra men have grasped the backs of seats in front of them and in a half standing posture have, with tears on their cheeks, listened themselves to stone.

Edgar Allen Poe has given the true explanation, as it seems to me, of the cause of this feeling which we all have had or should have at some time. Within every man is planted a longing after immortality. A desire to stand unhampered by a gross body and in free communication with all that is. It is the longing of the moth for the star.

When a strain of beautiful harmony is occasionally wafted through our small windows to the soul we well know that we are only hearing a part and when we are thus moved to tears these are not tears of joy but rather of sorrow and petulance that we cannot burst our confines asunder and enjoy in full.

The song entitled "The Lost Chord" is a very pretty conception,

but the chord was one which came into his mind from the spirit land, and not one which he thought he accidentally touched as his fingers wandered idly over the keys of the organ. Of course it was in vain that he searched for this chord again, and he comes to the right conclusion when he says that it will be only in heaven he will hear that chord again.

When we consider the eye we find we are even more limited in vision than we are in hearing. While in sound the pitch may vary eleven octaves, in sight the range is only about one octave. The pitch of sound and the color of light are entirely dependent on the number of waves which fall upon these organs per second. We said that 40,000 per second is the highest number of waves that the ear can perceive. The number may continue to grow larger and larger but we have no sense to perceive it until we reach the enormous number 395×10^{12} vibrations per second when we again begin to perceive a sensation but this time it is through the eye and we have named this sensation red. As the number increases we ascend through the various colors of the spectrum till we reach the number 763×10^{12} when we have violet and if the number be still increased all becomes dark. The eye has reached its limit and nature is again, as it were, silent to the eye. We know that there are waves be-

low the red and above the violet for we have found them by other means, but they give us no color for the eye cannot perceive them. When we compare the two numbers above we see that the latter is not quite twice the former and hence the range is less than one octave as we would compare it with sound. We have power of sensation for the colors through this little range and it may be all we need but we feel sure that there are colors of surpassing beauty which would be sources of inexpressible pleasure, but we cannot see them.

The eye has its harmonies and its

discords as well as the ear. There is a point of observation along the cañon of the Colorado where many strong men have stood and wept. The sublimity of the scene mingled with the tints painted by the brushes of the sun tended to arouse in a man a desire to break through the limitations and gain a wider field of observation. The tears here were for the same cause as given above under music.

As to what will be the condition of man's sensation in ages to come we can only guess; but we can feel sure that nature adds only to those talents which have been well invested.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

The schools of Ohio have certainly made many valuable discoveries in the past year, not the least of which is the fact that all about us are interesting historical and geographical features if we only open our eyes to see them. We are becoming somewhat familiar with names of men and of places that formerly existed for us in an obscure haze, and this growing familiarity has served to emphasize the importance of these names as integral and fundamental features of our history. What we formerly saw "through a glass darkly," we

are coming to see "face to face" and we find all these matters worthy a careful inspection. We are justly proud of our state, and a careful analysis discovers to us that that which we call Ohio is the sum of all the elements that have made the state what it is—the hills, valleys, streams, mines, soil, climate, forts, battles, and men; nor can any of these be omitted without destroying, in some measure, the symmetry of the whole. This sort of patriotic interest in all that pertains to our state fosters a community of interests, so that we all

become conscious of a proprietary interest in all places that have any interesting features of history or geography. Surely the Toledo boy ought to be proud of the history of Marietta, nor is Cleveland so large that it can ignore Bolivar or Zoar. Just as the coal fields of Rendville and Corning send warmth and light to the great cities, so the history of many a hamlet has added luster to the whole state. When every pupil in the schools of Ohio shall become conversant with all the varied elements of our greatness, it is fair to assume that he will experience an increased patriotic devotion to the interests of his state and strive even more earnestly to contribute something to her renown. Here are two contributions that will be read with deep interest, in that they have the charm of fiction while giving history that we all ought to know.

THE TREATY OF GREENVILLE.

During and after the Revolutionary War, pioneers traveled westward over the mountains, then northward from the Ohio river in now western Ohio, frequently depending on the hospitality of the occasional semi-civilized Indians for food and shelter. As the number increased, their presence became alarming to the Indians who continually harassed them, encouraged and aroused by the British garrison at Detroit and other places.

The Ordinance of 1787 providing for the government of the Territory Northwest of the Ohio river led to the skirmishes of Generals Harmar and Wilkinson and disastrous defeat of General St. Clair at Fort Recovery.

During the year 1793, General Wayne had made a successful march against the Indians, as far north as the Maumee river. In the summer of 1794 General Wayne and his army returned to Greenville Fort and increased its defenses.

In August 1795 General Wayne concluded a treaty of peace with the following tribes of Indians: Wyandots, Delawares, Shawnees, Ottawas, Chippewa, Pattawatamies, Miamis, Weas, Kickapoos, Piankeshaws and Kaskaskias. In all, about thirteen hundred persons. The geographical limits of these tribes included the country north of the Ohio river, westward to the Mississippi. This treaty is known as the "Treaty of Greenville."

This treaty not only opened up the immediate vicinity, but the vast and almost unlimited Territory of the "Great Northwest." This treaty was memorable, too, because it established a secure abode for all who desired to migrate into the territory northwest of the Ohio river.

Rufus King, the historian, said of this famous treaty, "And never after that treaty, to their honor be it remembered, did the Indian Na-

tion violate the limits which it established. It was a grand tribute to General Wayne, that no chief or warrior who gave him the hand at Greenville ever after lifted the hatchet against the United States."

The "Treaty of Greenville" was valuable, too, because it settled beyond doubt the often disputed ownership by Indians and British alike. Aside from the value to the United States as a peace assurance and protection to her subjects, it was of immense importance in settling in the Indian mind the supremacy of the powers of the "new government"; at the same time assuring the British that hope of any victory through Indian aid and dissatisfaction was forever gone.

An event of so much importance as was the "Treaty of Greenville" deserved to be fittingly recognized. With this spirit, as if to becomingly immortalize the diplomacy of Wayne, the hamlet of Greenville has grown to be a city of about seven thousand population.

Though it cannot boast of many manufacturing interests it justly claims to be one of the most prosperous of the smaller cities of Ohio, with all the modern improvements: electric light, natural and artificial gas, waterworks, sewerage, paved streets, electric and steam railway facilities, beautiful churches, and substantial school buildings.

KARL LUDWICK.

JAMES MAXWELL'S REVENGE.

The Ohioans are very eager to procure any information that has any bearing at all upon the early history of their state. Through the untiring efforts of some, many interesting stories have come to light. Among these is one told of James Maxwell.

This James Maxwell had been convicted of murder, of which he was innocent, and so to avoid prosecution, he left his home in Virginia and went to the home of a relative, Col. Zane, who had settled on Wheeling creek. But the colonel did not welcome him, and told him to return home. But Maxwell instead went up the Ohio river and built a hut near the mouth of Rush Run. Here he lived very quietly until the Indians became aroused by the massacres which succeeded Dunmore's war and he was forced to seek protection in one of the block houses at Wheeling. Here he was met with the glad tidings that he had been proven innocent of the murder in Virginia. He went home but soon reappeared in the Ohio valley with a young bride, whom the Indians called the "Wild Rose." He built a larger cabin near the site of his old one, and here the couple, by their kindness to the Indians, lived in peace and quietness for some years. They had one child, Sally.

Just when his life, which had been so dark before began to be so bright, with the companionship of wife and child, there came the terrible change which wrecked it.

In those days, when people went visiting they generally staid some time and so when a young man came to visit them, Maxwell and his wife thought this an excellent time to make a much needed visit to Fort Finncastle near Wheeling, as their baby could be left in charge of the young man. Intending only to be gone a couple of days, they had not made any extra precautions against the Indians, and therefore were startled to hear, while yet at the fort, of the horrible Indian outrages along the border. Hastening back, they found only the ruins of their home, with the charred remains of their guest. Not a sign of the baby was to be seen, and the heart-broken mother, thinking her child had been consigned to the flames also, seized the hunting knife from Maxwell's belt and ended her life.

Crazed by all this trouble, Maxwell hurried back to the fort and soon gathered a band to help him run down the perpetrators of the horrible deed. But on account of the rain, they could find no trace of them, and the band soon returned home. But Maxwell went on wreaking his vengeance with such fervor that his name soon be-

came a synonym for terror to all the Indians.

In 1787 when Fort Steuben was built, Maxwell was recommended to Captain Hamtranck by Col. Zane, as an excellent scout, and for some time he served in this way. He was also employed by Gen. Harmar as a spy and by "Mad" Anthony Wayne, both as a scout and as a spy. About this time he learned that his baby had not been murdered but had been carried away as a captive and then adopted by Constego, chief of the Wyandots, who called her "The White Water Lily." Maxwell started for the home of the Wyandots and soon returned with his daughter, now a beautiful girl of sixteen. He settled on Wheeling creek at this time and Sally soon became the belle of the country around and of course had many suitors.

In those primitive days rival lovers had a rather unpleasant way of settling their love affairs by fighting, and the victor could have the maiden, if she would have him. There wasn't any exception to this "rule" around Wheeling and so one morning two young men met to fight for the fair hand of the "White Water Lily."

However, their fighting culminated in nothing so far as their success in love went, as Sally decided she preferred a man with a more peaceful disposition and so

married a trader from Detroit, and left that part of the country. After his wild life, Maxwell in his later years was a hard drinker and one day his body was found floating in the river near his old hut and

as there were no marks of violence on his body, it is thought he committed suicide.—Josephine Sieidenburg, High School, Steubenville, Ohio.

FIRST FOURTH OF JULY CELEBRATION IN THE NORTHWEST TERRITORY.

In Hildreth's Pioneer History published in 1848 will be found a very interesting account of a Fourth of July celebration in Marietta in 1788. The day was ushered in by a federal salute at Fort Harmar on the opposite bank of the Muskingum, and the flag of the United States was hoisted over the fort.

At half past twelve, General Harmar, with the ladies, officers and other gentlemen of the garrison, arrived at the city, upon the point formed by the confluence of the two rivers where were assembled the gentlemen of the Ohio company, and the other people who composed the settlement. In consequence of previous arrangements, at the particular request of the gentlemen concerned, an oration was delivered by the Hon. James Mitchell Varnum, Esq., one of the judges of said territory. The following is an exact copy.

THE ORATION.

This anniversary, my friends, is sacred to the independence of the

United States. Every heart must exult, every citizen must feel himself exalted upon the happy occasion.

The memorable Fourth of July will ever be celebrated with gratitude to the Supreme Being, for that revolution which caused tyranny and oppression to feed upon their own disappointment, and which crowned the exertions of patriotism with the noblest rewards of virtue.

How execrable the system which grasped at the possession of our dearest rights, and how happy the sons of freedom in being rescued from the vilest servitude.

Recollection, thou faithful monitor of past barbarities, retire behind the curtain of oblivion, nor continue to open our wounds afresh. May the piercing groans of a dying father, the melting tears of a tender mother, the carnage of heroic brothers, the torturing shrieks of virgin innocence, and the agonizing pangs of sanctified connections, no more embrace the hallowed shrines of vengeance, nor

interrupt the joys of men and angels!

If the praises of all the citizens of the United States have ascended, in annual commemorations, to the most perfect altar, meeting the approbation of Heaven, how elevated should our feelings be who celebrate, not only the common advantages of independence, but who, for the first time, recognize our own particular felicity in being placed upon this happy spot.

The fertility of the soil, the temperature and salubrity of the air—beautifully diversified prospects—innumerable streams, through a variety of channels communicating with the ocean, and the opening prospect of a prodigious trade and commerce, are among the advantages which welcome the admiring stranger.

"Sweet is the breath of early morn,
her rising sweet
With charm of earliest birds;
pleasant the sun,
When first, on this delightful land,
he spreads
His orient beams on herb, tree,
fruit, and flower,
Glist'ning with dew; fertile the fragrant earth,
After mild showers, and sweet the coming on
Of grateful evening mild; the silent nights,
With this her solemn bird and this fair moon,
And these the gems of heaven, her starry train."

Unfortunately for the United

States, their progress to victory and independence was so rapid as not to admit of a correspondent change in the nature of their governments.

The high station which, after a conflict of eight years, ranked them among the nations of the earth, created objects of the first magnitude. Prejudices too deeply imbibed, and riveted by the force of pre-existing opinion, and local habits, the offspring of unequal advances in civil society, were to be conquered and removed; the mechanic arts and liberal sciences to be promoted; trade and commerce to be directed in their proper objects, through channels entirely contrariant to colonial systems; new sources of revenue were to be opened, in the management whereof, experience as well as power were wanting; the variety of connections arising from their relative situations, laid the foundations for an almost entire change in criminal jurisprudence; the acquisition of immense tracts of territory, not within the limits of any particular state, and the boundless claims of some of the states or counties, not their own, were attended with innumerable difficulties, and threatened the most serious consequences. In short, the articles of confederation, founded upon the union of the states, were so totally defective in the executive powers of government, that a change in

the fundamental principles became absolutely necessary, and but for those friendships which have formed and preserved an union sacred to honor, patriotism and virtue, and but for that superior wisdom which formed the new plan of a federal government, now rapid in its progress to adoption, the confederation itself, before this day, would have been dissolved! Then, indeed, might we have "hung our harps upon the willows, for we could not have sung in a strange land." Then we might have lamented, but could not have avoided the horrors of a civil war. Promiscuous carnage would have deluged the country in blood, until some daring chief, more fortunate than his adversary, would have riveted the chains of perpetual bondage!

But now anticipating the approaching greatness of this country, nourished and protected under the auspices of a nation, forming and to be cemented by the strongest and the best of ties; the active, the generous, the brave, the oppressed defenders of their country will here find a safe, an honorable asylum, and may recline upon the pleasure of their own reflections.

Every class of citizens will be equally protected by the laws; and the labor of the industrious will find the reward of peace, plenty, and virtuous contentment.

Until the new constitution shall so far have operated as to require

the possession of Niagara and Detroit, we may possibly meet with some disturbances from the natives; but it is our duty, as well as interest, to conduct toward them with humanity and kindness. We must, at the same time, be upon our guard, and by no means suffer the progress of our settlement to be checked by too great a degree of confidence.

Were the paths of life entirely strewn with flowers, we should become too much attached to this world to wish ever to exchange it for a more exalted condition. Difficulties we must expect to encounter in our infant state; but most of the distresses common to new countries we shall never experience, if we make use of the means in our power to promote our own happiness. Many of our associates are distinguished for wealth, education and virtue, and others for the most part, are reputable, industrious, well informed planters, farmers, tradesmen and mechanics.

We have made provision, among our first institutions, for scholastic and liberal education; and conscious that our being as well as prosperity depend upon the Supreme will, we have not neglected the great principles and institutions of religion.

The United States have granted to us, in common with the whole territory, a most excellent constitution for a temporary government; they have provided for its

regular administration, and placed at its head a gentleman of the first character, both for the many amiable virtues of his private life, and for the eminent talents and unshaken fidelity with which he has sustained the most important appointment. We mutually lament that the absence of his excellency will not permit us, upon this joyous occasion, to make those grateful assurances of sincere attachments, which bind us to him by the noblest motives that can animate an enlightened people. May he soon arrive. Thou gentle flowing Ohio, whose surface, as conscious of thy unequalled majesty, reflecteth no images but the grandeur of the impending heaven, bear him, oh, bear him safely to this anxious spot! And thou beautifully transparent Muskingum, swell at the moment of his approach, and reflect no objects but of pleasure and delight!

We are happy, my fair auditors, in expressing our admiring attachments to those elevated sentiments which inspired you with the heroic resolution of attempting the rude passage of nature's seeming barrier, to explore, in the rugged conditions of the field, the paradise of America. Gentle zephyrs, and fanning breezes, wafting through the air ambrosial odors, receive you here. Hope no longer flutters upon the wings of uncertainty. Your present satisfaction, increasing by the fairest prospects, will terminate in the completion of all

your wishes. Amiable in yourselves, amiable in your tender connections, you will soon add to the felicity of others, who, emulous of following your bright example, and having formed their manners upon the elegance of simplicity, and the refinements of virtue, will be happy in living with you in the bosom of friendship.

To the secretary of war, whose exalted talents and long experience have enabled him to form the most perfect arrangements, we are greatly indebted for the aid of a corps high in the splendor of military discipline. We have received from the commanding general, and from all his officers, every mark of hospitality, friendship and politeness. Our acknowledgements, therefore, are the more unreserved, as they flow from the most unequivocal feelings. Our friends—our country's friends—we embrace you as a band of brothers, connected by the most sacred ties. In the name of all who have fought, who have bled, who have died in the cause of freedom! In the name of all surviving patriots and heroes! In the name of a Washington! we declare that in the honorable character of soldiers, you revere the sacred rights of citizens! Live then in this happy assemblage of superior minds! Whenever you may be called to the field of Mars, may you be crowned with unfading laurels! We know you fear not death—but living or dying, may

you receive the plaudits of grateful millions! Mankind, my friends, have deviated from the rectitude of their original formation; they have been sullied and dishonored by the control of ungovernable passions; "but rejoice, ye shining worlds on high," mankind are now upon the ascending scale; they are regaining, in rapid progression, their station in the rank of beings. Reason and philosophy are gradually resuming their empire in the human mind; and when these shall have become the sole directing motives, the restraints of law will cease to degrade us with humiliating distinctions, and the assaults of passion will be subdued by the gentler sway of virtuous affection. Religion and government commenced in those parts of the globe where yonder glorious luminary first arose in effulgent majesty. They have followed after him in his brilliant course—nor will they cease until they shall have accomplished,

in this western world, the consummation of all things.

Religion inspires us with the certain hope of eternal beatitude, and that it shall begin upon the earth, by an unreserved destitution to the common centre of existence. With what rapture and ecstasy, therefore, may we look forward to that all-important period when the universal classes of mankind shall be satisfied, when this new Jerusalem shall form an august temple, unfolding its celestial gates to every corner of the globe—when millions shall fly to it "as doves to their windows," elevating their hopes upon the broad, spreading wings of millennial happiness. Then shall the dark shades of evil be erased from the moral picture, and the universal system appear in all its splendor. Time itself, the area and the grave of imperfection, shall be engulfed in the bosom of eternity, and one blaze of glory pervade the universe.

SHOULD ELEMENTARY NATURAL SCIENCE BE TAUGHT IN THE COUNTRY SCHOOLS?

BY GEO. H. LAPP.

In answering this question, we need to ask ourselves, what are some of the purposes of education, and is the teaching of natural science the best means of attaining any of

these purposes? I believe that no one will attempt to deny that it is part of the aim of education to develop intellectual ability and the habit of careful and extensive ob-

ervation, while, at the same time, teaching subjects, the knowledge of which is capable of practical application to the affairs of every-day life. It is very difficult to formulate a perfect definition of the purpose of education, but one that is given from the intellectual point of view is, that it is the development of the ability to form accurate judgments. This includes the observation of likenesses and differences in material objects of observation as well as in abstract objects of thought. It also includes the training of mind necessary to determine what observed phenomena to consider, and what to reject, in forming judgments.

It is very evident that the pupil's power of observation should be well developed in order that he may have sufficient data on which to base his judgments. Let a man attempt to reason without having facts to reason from, and he will fail. He cannot enter into abstractions without having a base of operations founded on facts. Even if he could, his thinking would be wholly impractical. After the pupil has observed a few facts, he begins to see relations existing among them, and thus the judgment is called into use. The farther this process is carried or the longer it is continued, the stronger and the more accurate will his intellectual powers become.

How, then, can the habit of careful and extensive observation,

which we all agree in considering of so great importance, be best developed? I answer unhesitatingly that this can be best done by the study of the natural sciences, botany and zoology; nor would I exclude physics, which, though not so preeminently an observation study, is of even greater value in developing the reasoning powers of the mind, owing to the more philosophical nature of the subject. The study of botany and zoology requires sharp eyes and keen ears, and should be pursued, in the public schools, when the child is in his best years for developing alertness of both sight and hearing; that is, while he is yet quite young. I would not, for a moment, have it believed that I would teach young children the uninteresting and, to them, almost useless zoology that consists chiefly of catalogues of families, genera and species. That would fail to accomplish the purpose for which I contend. I would teach them the living creatures of their own neighborhood as they are seen by the children day after day. Thus taught, by direct observation, botany and zoology would be among the most useful subjects in the common school curriculum. For the training of the logical faculties, I would teach physics and require the pupils to give reasons for what they observed in making experiments.

But, I imagine, I hear some one ask, "Can not children learn to ob-

serve without studying botany, zoology, and physics?" Yes, of course they can, but not to the same extent. They have but little to observe while in school besides a printed page; and, when that becomes monotonous, they will not vividly see much on it; for, where there is no immediate interest, there is no involuntary attention, and a child's will is not sufficiently developed to enable him to give his voluntary attention for any considerable length of time. Then, when he goes out of the school-room in the evening, he probably leaves his books behind; but, if he has been taught to read Nature's book, he has a lesson always before him. Animals, birds, and insects, running or flying about; and trees, shrubs, and herbs, blooming or fruiting wherever he goes, will afford thousands of opportunities for him to use both eyes and ears.

Besides their great educational value, these subjects possess also the advantage of being capable of application to the practical affairs of life when school days are past. Most of the pupils of the country schools will make farming their life work, and it is well that they should. In laying out the course of study for the common schools, we should keep one eye on the boy and the other on the man if we would have the pupil make the most favorable progress and go from the school best fitted to fill his place in life. It is very de-

sirable that the farmers of the future should have a good practical knowledge of physiological botany, of zoology, and of physics. Many a crop will be better planted and tended, many a field will be better cultivated, and many a harmless but useful animal will be spared its life, when instruction in these branches becomes more nearly universal.

The objection may be raised that there is not time for so many studies in the country schools. While this seems undoubtedly to be true in most of the schools, as they are now regulated, I think that the difficulty can easily enough be obviated if we only will that it shall be so. I would make room for some of the science work by putting off the study of technical grammar for a year or two, until the pupils were better able to comprehend it. The time needed for the remaining science work I would take from that usually devoted to the study of advanced geography, to learning to spell difficult words which occur so seldom in ordinary discourse that the pupils will probably never have occasion to use them, and to the solution of difficult problems in higher arithmetic. But in order that no subject be permanently neglected, I would expect most of the pupils to remain in school a year or two longer than they now do, which I have no doubt many of them would gladly do when offered the advantage of these additional

subjects of study. Even if they should not stay any longer, they would still be getting just as much and just as desirable instruction as they now receive; and it would possess the advantage of being more practical.

This additional taste of knowledge would also make the country school a better feeder to the township high school, which is an institution that ought to be found in every township able to support it. Of course, it is to be expected that only a beginning in science could be made in the country schools, but this could be followed up in the high school or in some other institution of higher education if the pupil should ever be so fortunate as to attend one.

Another reason for teaching these subjects is, that they can often be used to arouse the pupil's interest in school work. When his interest is aroused, he will be in that state of involuntary attention which makes him most receptive of learning. He will also like to go to school, and, instead of seizing every pretext for staying at home, he will rather seek reasons for going to school. Suppose that, some evening when you dismiss school, you request your pupils to bring with them the next morning specimens for the botany class. They will come eager to learn all that their teacher has to show or to tell them about their plants. They will be interested in knowing

how the sap circulates as the blood of the plant; how the plant breathes through openings in the leaves, which may be shown if you have a magnifying glass of sufficient power; how the pollen is transferred from the anthers to the stigma to aid in producing seed; and many other things, interesting and useful not only to those who are to remain on the farm, but also to those who are to follow other vocations. If you have a few pupils who are sufficiently advanced in age and aesthetic culture, they will take pride in making a collection of the more common wild flowers of the neighborhood. In fact, there is no better way of imparting to children a love for the beautiful than to teach them to recognize beauty as manifested in nature. What boy does not like birds or other animals? You can get some one to bring in a bird or other common animal and, from it, give the class their zoology lesson. You will be sure to have their attention, and can easily bring up around that animal facts that will prove of value to the class in after years.

Original research should be encouraged whenever time and the stage of advancement of the pupils will permit. To let the pupils find out something for themselves occasionally will greatly add to their enthusiasm. Especially is this the case in making experiments in physics.

I do not wish to be understood as

being opposed to the study of advanced grammar, arithmetic, and spelling. I think that, if the pupils can remain in school long enough, they should acquire a thorough knowledge of these subjects. What I contend for is, that there are other subjects, which, because of their better adaptation to the purposes of education ought to be taught before these are completed.

To me it seems plain that a child ought to be instructed in those things which pertain to his daily surroundings, rather than in solving arithmetical puzzles, the solutions of which he can never apply to any practical question in life; in memorizing grammatical rules and forms that he may never comprehend; or in spelling difficult words,

the meaning of which he will probably never learn.

A great crime is committed against sound educational principles when a child is rushed into the grammar class to study that abstruse subject two or three years before being old enough to study it profitably.

I am glad to see that the indications are in favor of more Nature Teaching in the country schools, and I hope to see the time when the people in the rural districts will demand it. A judicious agitation of the question is all that is necessary to hasten the time when the common school teacher will be expected to possess a liberal fund of information in the natural sciences.

O. T. R. C. DEPARTMENT.

NAMES OF PERSONS RECEIVING DIPLOMAS.

Adams county:—P. S. Clinger, Winona G. Naylor, Anna B. Steele, Ella M. Steele. Total, 4.

Allen county:—Jesse Mack, Irvin H. Mason, J. L. Steiner. Total, 3.

Ashland county:—Pearl Fast, J. L. Hartman, T. B. Jarvis, Vinton E. Rudy, Frank Scott, Clara Stafford. Total, 6.

Athens county:—Ida Allison. Total, 1.

Auglaize county:—Sister M. Alphonso, E. G. Conradi, A. L. Faler, Alberta Gray, Sister M. Gratia, Gertrude McKee, E. J. Neuman, C. W. Rish, Margaret Sweigart, A. C. Settlege, Angeline Sherwood, Dora States, Maud E. Stone, C. Vogt, S. Van Auken. Total, 15.

Butler county:—W. A. Andrews, R. J. Breitenbecher, David Clark, S. C. Coleman, Walter Fogarty, J. W. Jones, Sarah Jones, A. Kloman, Sallie Law, Delia Law, John Roth, Edward Schwarm, S. B. Shreve,

Charles Snively Margaret Timberman, F. J. Todd, Theodore Townsend, Rosanna Van Gordon, T. A. Wardwell, Tom Ware. Total, 20.

Carroll county:—W. R. Fickes, Mrs. Jessie Amos Arbaugh. Total, 2.

Champaign county:—Harley Ammon, Lillian Beltz, J. T. Dobbins, Margaret Dempcey, Jennie Dempcey, George W. Deaton, Sallie Davis, Louise Funk, Edna Garrett, J. C. Heaston, H. B. Hensler, J. R. Hoffman, T. J. Hect, Lizzie Inskeep, Mary I. Kidder, J. P. King, Robert Kirkwood, John Kite, George W. Mumford, B. A. McCulley, S. G. Norman, W. H. Neal, W. W. Offenbacher, Elba J. W. Pence, Anna Pieffer, T. J. Prince, W. L. Pond, Alfred Ross, George E. Stephenson, Bertha Snyder, Mrs. J. E. Stayman, William McKee Vance. Total, 32.

Clark county:—Charles Hunt. Total, 1.

Clermont county:—Harry Aultman, Etta Beck, W. A. Brown, George E. Beck, S. S. Bagby, A. L. Clark, George M. Clark, Mary M. Davis, Fred. Fagely, D. Lee Fitzpatrick, M. E. Groves, R. P. Groves, Adah Hawk, Eva Holland, Charles House, C. S. Joslen, Aphelia Longworth, Anna Porter, C. J. Swing, R. E. Scatterday, May South, Edna Townsley, Minnie Wilson. Total 23.

Clinton county:—Mrs. McSorley, Hallie Moon, J. H. Painter, Mattie Pierson, C. P. Starkey, Lou Sup-

inger, Vesta Watkins, Stella West. Total, 8.

Columbiana county:—Mollie Buzard, Lizzie Flickinger, Sadie M. Hill, Ford O. Harrison, Blanche Miller, W. C. Morgan, Carrie Ruff, O. D. Shood, C. S. Shook, Linda Snyder, Hattie O. Smith, Margaret Strickler, Birdie Summer, Alvan Taylor, Mrs. Alvan Taylor, E. O. Trescott. Total, 16.

Crawford County:—F. E. Assenheimer, George Baer, Mattie Beal, Dorcas G. Beer, Eva Dalzell, O. E. DeWitt, Nellie Downing, Mellie Franz, Millie Hoover, Amanda L. High, Nellie E. High, Pearl Johnston, C. A. Kuhn, Katie King, Frank E. Meck, Jessie J. Messner, Blanche Moderwell, Esther Nussbaum, Annie M. Ried, Sophia Schaber, Lettie Smith, Elizabeth Stauffer, Lydia Streib. Total 23.

Darke County:—C. L. Bickel, W. D. Irelan, J. C. Poling, Clara Steegal, Richmond, Ind.; Burt Stuck, W. H. Tilliman, E. B. Welbourn, E. D. Willis, Union City, Ind.; Harriet Zemer. Total 9.

Defiance County:—Orton P. Bevington, De Ella C. Blue, Hattie J. Boor, Catherine Culkins, C. Minnie Dittmer, Jessie E. Dunn, Grace O. Ensign, Mame I. Gleason, Mame I. Haller, Flora C. Hall, Mary E. Hardy, Mary Haymaker, Rebe E. Heatley, Lora D. Higgins, J. W. Loomis, M. Emma Millar, Clara M. Minsel, R. W. Mitchell, Nellie Moore, Sarah V. Pruesser, Emma E. Richolt, Car-

rie E. Roedel, W. A. Salter, Alice V. Sampson, Anna E. Seibert, Kate G. Sheridan, Annette D. Wells, Nella Wilderson, Angie Wright. Total, 29.

Fairfield County:—J. H. Horton, Stanley Lawrence, G. M. Morris, Will H. Schisler, Zoa Shaw, Meda Snoke, G. O. Thomas, W. M. Wikoff. Total, 8.

Franklin County:—Lulu Ashton, Elnora Bowser, George W. Breckenridge, Effie Burkline, R. L. Cheney, Jessie M. Chilcote, M. Luther DevoI, Emma Drake, E. E. Evans, Ida M. Evans, Ada J. Fellows, W. W. Fuller, A. S. Graham, Olivia Green, Ruth Griswold, Mrs. Carrie N. Goldsmith, D. L. Hines, G. P. Horch, Anna Hull, William Hunter, B. P. Jackson, Jessie F. Jackson, Florence Jobs, Lizzie Jones, Marie Kieser, Mrs. Barbara Kidd, W. O. Lambert, John C. Lust, C. A. Morrison, Louise Mulligan, John F. Nave, Blanche Needels, Nelly N. Neer, Agnes O'Rourke, M. M. Peeters, Julia Roloson, Evangeline Seeds, Ida Sells, J. A. Shawan, Aida Skinner, Electa Skinner, Beulah Smith, John S. Steele, W. G. Strickler, Margaret W. Sutherland, Lulu Toy, Elizabeth Tudor, William Walker, Nellie Webster, Ollie Williams, Jennie Wilson, Elizabeth Wood, Linnie Wood, Frank Wright, Gertrude Zimmer. Total, 55.

Galla County:—Bertha Alcorn, Flora Blazer, Anna Dean, R. B.

Ewing, Mrs. R. B. Ewing, Bessie Maude Fargo, Hattie Horn, Anna M. Hughes, Kate Lawson, Mae Liston, W. A. Lanier, Hannah N. Maxon, Jesta McDaniel, Annie Newsome, Lillie Snead, Frank Swigert, Richard E. Tope, Lura Thompson, Nelle Weaver, Parnie Willey. Total 20.

Geauga county:—J. C. Barney, Mrs. J. C. Barney, A. G. Cutler, Anna Graber, Mrs. Phidima Hopkins Garber, Cassie Lawyer, Lima Patterson, C. Ray Truman. Total, 8.

Greene county:—Lydia L. Darst, Cova Funderburg, D. S. Lynn, D. G. Romspert, Ida Spidle. Total, 5.

Guernsey county:—O. B. Lanning. Total, 1.

Hamilton county:—Georgia M. Avey, Lida M. Avey, N. H. Bartlett, Charles Bonham, Warren Bunnell, Louise Burns, Mary Bell, C. Josie Becker, Priscilla Beckley, Alice Bell, John Croum, W. G. Campbell, Anna Chrisman, Isabel Chappel, Mary M. Conway, C. L. Davidson, C. B. Davis, Sadie De Mar, G. C. Donnelly, Ed. Durham, F. S. Eicher, Mary Frost, B. F. Fiscus, Lulu Greener, Phoebe Geiswein, W. A. Heuston, Mrs. M. Hazard, Viola Hay, R. S. Hayes, William F. Harris, K. R. A. Hearn, J. A. Heizer, Mrs. J. A. Heizer, P. C. Hill, W. F. Hughes, Elizabeth Hunt, Sybil Hunt, Charles Hunt, Louise Jackson, Lucy L. Jacobs, Sallie G. James, Emily Kuhler, J. W. Liming, C. P.

Losh, Grace Ludlow, Lela K. Marsh, Rie McKinney, Emma Meyer, Victoria Miller, Ida Morton, Z. D. Mayhew, Flora Myers, Etta Mueller, Mary J. Murphy, Martha Marsh, Rose E. Nugent, Hasseltine Overholdt, Angeline Odlum, John Ponder, T. L. Pottenger, William Paine, Alice R. Payne, E. M. Sawyer, Frances Secrest, W. R. Shepherd, E. A. Simmermon, Hallie Stephens, Rose Struble, Robert Snyder, W. J. Thompson, Mrs. J. L. Trisler, Susie Vinnege, Sallie Wescott, Martha Williamson. Total, 74.

Hardin county:—Minnie B. Fulton, Sarah J. Haley, Maude Limes, M. O. Musgrave. Total, 4.

Hancock county:—Alice Alspach, Fred Beard, Hilliard D. Boulware, Etta Bonham, M. R. Hammond, Viola Keller, Loren W. Loy, J. L. Lyon, Winifred Ollum, Hannah Peterson, Blanche Powell, J. F. Smith, Cal. D. Todd. Total, 13.

Harrison county:—Charles F. Barnes, W. N. Reetham, J. E. Clark, Anna Crossan, W. A. Forsythe, George W. Grissinger, Jennie Herron, J. O. McGrew, Belle M. Price, Mercia Rippeth, Cora A. Sears, J. D. Somerville, Anna M. Stahl. Total, 13.

Highland County:—James I. Calvert, R. M. Lewis, F. M. Newkirk, E. P. Tice. Total, 4.

Holmes County:—Willis M. Freed, C. A. Hinkle, W. W. Patterson, William Pfeister. Total, 4.

Huron County:—Ashley J. Huffman. Total, 1.

Jackson County:—Anna Crabtree, Emily Goddard, Ada Horton, Blanche Howe, Dora Jackson, Lucy B. Jones, J. E. Kinnison, Lynn McClung, Lizzie Spencer, W. J. Shumate, Nydia Smart, Kate Sweeney, Louise Yochem. Total, 13.

Knox County:—Nina Blue, R. N. Grossman, Guy Scoles, Flora Weimer, Irwin Young, W. C. Faust. Total, 6.

Lawrence County:—George D. Ballard, C. E. Berridge, Estella Brammer, Cora P. Burton, Ruby Fox, C. H. Howell, Elizabeth Hudson, G. A. Keys, George W. King, Rose Loder, W. H. Meyers, F. S. Russell, P. C. Sloan, Flossie Sloan, Sallie Spencer, Luella Stewart, W. D. Sydenstricker. Total, 17.

Licking County:—Bessie Adams, K. A. Barcroft, Mary Bebout, W. F. Berger, Frank Berger, Charles J. Bottonfield, G. A. Bricker, J. M. Brown, Mabel B. Crow, Nettie Cullison, Alice Dixon, Osborn Earl, Fred Forgrave, Maud Foster, John Friend, Cora B. Griffing, Flavia Hartshorn, May Hawke, Philberta Hutzell, Bessie Jackson, C. E. McCracken, J. E. McCracken, Agnes McArthur, A. O. Micheal, E. J. Ramey, Della C. Smith, Eva Shannon, Gussie Stadden, B. V. Weakley, Nattella Wilson, Mrs. Lillian Whitten, Clarence Wickliff. Total, 32.

Lorain County:—Mary Avery, Mrs. M. R. Ballinger, Charles Britton, Lydia Croft, O. E. Curl, Maggie Forry, Frank Gwynn, Nettie Hathaway, Thomas Hubbard, Lizzie Inskeep, Leona Lee, Pearl McDonald, S. H. Vanica, Seba Yoder. Total, 14.

Lorain County:—Mary Avery, Bertha Bethel, Dora Blair, Sarah Gillett, Myrtle Greenwood, W. A. Hiscox, Edna Hubbard, L. A. Johnson, Emma Knechtges, Mrs. McCoy, Hildegard Mueller, Miss Nichols, Lillian Reynolds, Gertrude Robson, F. S. Turner, Henry Wolf, John Wolf. Total, 17.

Lucas County:—J. R. Lehman, J. H. Rethinger, I. N. Van Tassell. Total, 3.

Madison County:—Nettie Adair, Maude Hornbeck, Anna Rowan, William M. Wood. Total, 4.

Mahoning County:—George W. Alloway, Maggie Boggs, Lorene Freedenberg, Carrie L. Kirk, Laura B. Milligan, Nola E. Mock, Charles S. Ramsey, Adda M. Sankey. Total, 8.

Medina County:—Lecca R. Miller. Total, 1.

Meigs County:—Binda L. Darst, Ruby B. Decker, Laura Pearle Graham, Jessie M. Hale, Jessie Herrington, Alvira Jones, Emma C. Rowley, Susie T. Taylor, James P. West. Total, 9.

Mercer County:—H. J. Anthony, J. F. Fetter, Sister Francis, Sister Helen, J. B. Raach, J. H. Raach, W. E. Reynolds, Sister Rogata,

Sister Rosalia, D. H. Sherman, J. E. Wirsching. Total 11.

Miami County:—M. C. Pierce. Total, 1.

Montgomery County:—William C. Baker, J. Homer Bright, Jennie K. Brumbaugh, Mary A. Cooper, Sylvester S. Croy, Charles C. Davidson, Amelia Gebhart, Susie Kinsey, Callie Kinsser, Warren Loy, Rose M. Laukhuff, Charles E. McFerran, John M. Miller, Ida C. Rasor, William C. Reeder, Frank K. Stafford, Edward Steck, E. W. Waymire, Rena Williamson, Walter C. Wilson, Jessie Whyte, J. Reuben Beachler, Victor A. Conover, William D. Hull. Total, 24.

Morgan County:—Mott H. Arnold, Walter B. Graham, S. Clifford Hanson, Celeste Henery, Corintha Whipple. Total, 5.

Morrow county:—Ova Ewers, Mary E. Gray, M. D. Miller. Total, 3.

Muskingum county:—E. E. Jennings. Total, 1.

Ottawa county:—C. J. Biery, Harriet E. Conkie, Mary E. Graham, J. C. Oldt, Olive Woodward. Total, 5.

Paulding county:—L. F. Chalfant, E. S. Cummings, Mrs. E. S. Cummings, Katherine McDonnell, Aimee Nichols. Total, 5.

Perry county:—Charles Andrews, Minnie Burdette, Anna Bird, G. W. Carnicom, C. W. Cookson, Margaret Conkle, Maggie Cotterman, James Downey,

Charles Downey, J. C. Dunn, Mary V. Dunn, Bess M. Finley, Julia Gordon, Mayme Jaynes, F. M. Randolph, Frank Reed, O. C. Taylor, Mary Williams. Total, 18.

Pickaway county:—Clarence Balthaser. Total, 1.

Pike county:—Margaret L. Buell, Fanny Brown, Otis Dykes, Emma Friddle, Nora M. Peters, W. B. Horton, W. R. Shumaker, B. O. Skinner. Total, 8.

Portage County:—E. Minnie Hickox. Total, 1.

Preble county:—Emma L. Branson, C. S. Bunger, Charles Buriff, Zenobia Brumbaugh, V. V. Brumbaugh, Edith M. Banta, Horace A. Chambers, C. E. Cox, Robert Duvall, L. Disher, C. M. Eikenberry, H. W. Fulton, Charles Geeting, J. H. Gibbins, R. E. Gifford, L. B. Hoerner, Frank Hapner, Charles Hoffman, C. B. Inman, G. W. Ludy, J. S. McDivitt, Walter Morris, Sallie McGrew, C. A. Murray, John O'Hara, Anna M. Pottenger, F. C. Roberts, J. E. Randall, F. E. Rinehart, C. S. Roberts, J. S. Studabaker, Mary Swartzel, George Spacht, C. R. Weinland, F. W. Willhouse, Frank Christman. Total, 36.

Putnam county:—Herman McDougle, Ada Tussing. Total, 2.

Richland County:—Margaret Feldner, J. F. Kramer, Caroline Lampert, E. D. Lyon, Sarah M. Marvin, Florence McBride, Mrs. Nellie Randal, Carrie Runyan, Dorothy Waugh. Total, 9.

Sandusky County:—D. W. Diehr, Elizabeth Esslinger, Tena Guglar, Myrtle Ream, Zellah Shoup, Blanche Shoup. Total, 6.

Seneca County:—Nora Lynch, Uriah Light, L. N. Montgomery, A. W. Ricksecker. Total, 4.

Shelby County:—B. J. Borchus, Wade Cargill, W. E. Crumbaugh, Lella Fitzgerald, George E. Fogt, Dora Gudenkauf, Dina Gudenkauf, W. L. Gebhart, M. M. Jenkins, F. J. Lachat, Cora Mede, S. E. Pearson, Calvin Swanders, Clarence Swanders, Fred Wildermuth. Total, 15.

Stark County:—Lucile Amendt, J. A. Burris, E. E. Delap, W. W. Delap, W. R. Eckley, W. W. Haynam, Raymond Haynam, Emma E. Leaser, M. E. McFarren, M. M. Murphy, Mary Putnam, Lillian Simmer, W. H. Snyder, Walter V. Stimmel, A. B. Wingate, Ed. A. Zininger. Total, 16.

Summit County:—G. M. Korns. Total, 1.

Trumbull County:—R. S. Baker, B. D. Hirst. Total, 2.

Tuscarawas County:—S. R. Booher, Alma Dresher, Celia Kenagy, Fordyce C. Loomis, Emma Maybach, S. Julia Nydegger, P. J. Robart, R. W. Walter. Total, 8.

Union County:—J. B. Barker, Lena T. Curry, W. H. Wagers. Total, 3.

Van Wert County:—C. M. Carpenter, Julius E. Fast, Myrtle Kimmel, W. M. McGinnis, Albert McGowen, J. I. Miller, Mant

Moore, A. T. Rank, G. J. Smith.
Total, 9.

Vinton County:—A. E. Chamberlain, C. H. Dumaree, Lou Ogan, D. B. Sharp. Total, 4.

Washington County:—Minnie O'Brien, F. P. Wheeler. Total, 2.

Wayne County:—C. H. Beeler. Total, 1.

Williams County:—Erma Allen, Orpha Baldwin, A. J. Brown, Belle Daggett, Lottie Hosmer, Ina Isenhardt, Mary Maxton. Total, 7.

Wood County:—J. D. Beck, Kate M. Offerman, H. J. Powell, F. W. Toan, Orpha M. Wolfe. Total, 5.

Wyandot County:—Lou M. Warner. Total, 1.

HELPS, HINTS AND SUGGESTIONS.

JULY.

It seems fitting that this month should be named in honor of one of the most powerful and remarkable men ever known to history—Caius Julius Caesar.

It is the time when nature seems strongest, happiest, and fullest. The labors of many months seem about to be realized in the waving grain and the ripening fruit.

The great men of our own land are remembered gratefully and lovingly whenever we think of Independence Day, the Declaration, and the old Liberty Bell.

"My country, 'tis of thee,
Sweet land of liberty,

Of thee I sing;
Land where my fathers died,
Land of the pilgrim's pride,
From every mountain side
Let freedom ring."

When Walter Scott wrote:

"Breathes there a man with soul so
dead,

Who never to himself hath said,
'This is my own—my native
land?'

* * *

If such there breathe, go, mark
him well!

For him no minstrel's raptures
swell.

High though his titles, proud his
name,

Boundless his wealth as wish can
claim,—

Despite those titles, power and pelf,
The wretch concentrated all in self,
Living shall forfeit fair renown,
And doubly dying, shall go down
'To the vile dust from whence he
sprung,

Unwept, unhonored and unsung,"

he voiced the sentiments of more
than one nation.

THE LARGEST STEAMSHIP IN THE WORLD.

A recent number of "McClure's" gives a very interesting account of the great steamship *Oceanic*, the largest in the world. To teachers and pupils who have not read this

account, the following facts taken from it may be of interest.

The Oceanic is about one-seventh of a mile in length, surpassing any other vessel by about fifty feet. The framework is made up of ten thousand tons of steel beams, braces and plates. These plates vary from an inch to an inch and three-eighths in thickness, and weigh above two tons apiece. They were fastened together by the largest riveting machine ever built; and they make the Oceanic the strongest, as well as the largest ship of her kind.

Practically speaking, she is an ocean city with a population of over two thousand persons made up of fifteen hundred passengers, and a crew of five hundred men, only sixty of whom are sailors, the others being occupied in attending to the wants of the passengers. The engineer's department alone requires two hundred men occupied chiefly in firing the furnaces, of which there are ninety-six, into which there is shoveled every three minutes a ton of coal. There are fifteen boilers. The larger ones develop two thousand horse power each, and are of such size that three men standing one on top of another could scarcely span the diameter of any one. There are two great engines with a steam pressure of one hundred and ninety-two pounds to the square inch, and the pistons which convey the power to the crank-shafts are of solid steel,

a foot and a half thick. Each revolution drives the great ship and her cargo, having a combined weight of twenty-five thousand tons, about thirty feet. The earning capacity of the Oceanic is estimated at \$90,000.00 a round trip. The running expenses are enormous, and the net income will probably be not more than a reasonable return on the investment of \$4,500,000.00, which she represents.

ARITHMETIC.

By Ed. M. Mills.

[For several months, Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

13. A sold part of his goods at 20% profit and the rest at 10% loss; if they cost him \$400 and his gain was \$50, find cost of the part sold at profit.

SOLUTION.

Let 100% = cost of part sold at a profit.

$\$400 - 100\% =$ cost of part sold at a loss. Then

20% of 100% = 20%, amount of gain, and

10% of $(\$400 - 100\%) = \$40 - 10\%$, amount of loss.

Now since his net profit on the whole transaction was \$50, the above gain must have exceeded the loss by \$50.

But $20\% - (40 - 10\%) = 30\% - \$40.$

∴ $30\% - \$40 = \50 ; then

$30\% = \$90$,

$1\% = \$3$, and

$100\% = \$300$, cost of part sold at a profit.

14. Sent my agent \$612 to invest in wheat at 2% commission; reserving his commission out of the amount sent, how many bushels at 60 cents did he purchase?

SOLUTION.

$\frac{1}{11\frac{1}{2}}$ of $\$612 = \600 , amount invested in wheat; then

$\$600 \div \$60 = 1000$, number of bushels purchased.

NOTE.—Commission is a subject that pupils fail to understand, not from inability to reason well, but on account of its being foreign to anything within their actual experience.

On taking up this subject, therefore, the teacher should carefully explain its nature and character; he should be assured that all the terms used in connection with the subject, in any way, are clearly understood; such terms as the following: Agent, principal, consignment, consignor, consignee, correspondent, net proceeds, guaranty, etc.

It may be easily shown that the problems in commission, can be divided into two classes: Those in which the commission of a *selling* or *collecting* agent is to be computed, and those problems involving the commission of investing agents. The first class of prob-

lems, those involving the commission of *selling* or *collecting* agents, needs no special discussion here. Pupils almost invariably succeed in solving them. Not so, however, with problems of the second class, to which, problems (14), (15), (17) and (19) of this list belong.

When an agent receives money to invest with instructions to reserve his commission out of the money thus sent, it is made up of two parts, *commission* and *investment*. In problem (14) the \$612 = commission + investment; now commission is *always* computed upon the amount of business transacted and is a certain % of it. In problems of this class the investment measures the amount of business transacted. Therefore, in problem (14), let

$100\% = \text{investment}$, and

$2\% = \text{commission}$. Then

$102\% = \$612$,

$1\% = \frac{1}{11\frac{1}{2}}$ of $\$612 = \6 , and

$100\% = 100 \times \$6 = \600 , amount to be invested in wheat.

After pupils have fully mastered the process of thus determining the amount to be invested, as shown above, I would recommend that they be led to see that if money is to be invested by an agent in this manner, his commission will be $\frac{1}{11\frac{1}{2}}$ of the money thus sent; if he invest at 3%, his commission would be $\frac{1}{11\frac{1}{2}}$ of the money thus sent; if he invest at 5%, his commission will be $\frac{1}{11\frac{1}{2}}$ of the money thus sent etc., etc. And in these

several cases $\frac{1}{8}$, $\frac{1}{8}$, and $\frac{1}{8}$ of the money thus sent would respectively represent that part of it expended by the agent for his principal. The pupil will then be able to attack problems like (15), (17) and (19) successfully.

15. My agent sold my grain, reserving his commission, he invested in cattle, and his total commission, at $5\frac{1}{2}\%$ for selling and 5% for buying, was \$60; What did he pay for cattle?

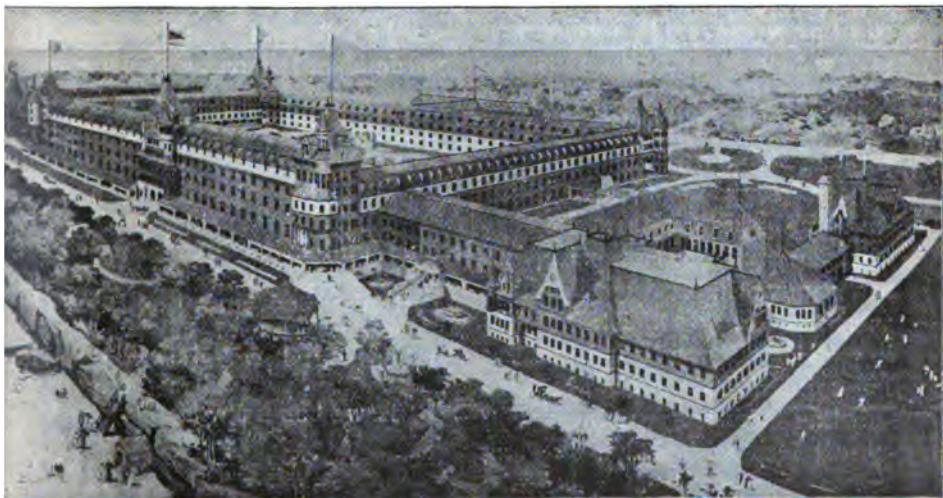
SOLUTION.

Out of every *dollar* in the receipts for grain the agent received

first $5\frac{1}{2}$ cents, and had left $94\frac{1}{2}$ cents to invest in cattle and to pay himself a commission of 5% for so doing. Then, $\frac{1}{20}$ of $94\frac{1}{2}$ cents = $4\frac{1}{2}$ cents, agent's second commission on one *dollar* of the sales.

$5\frac{1}{2}$ cents + $4\frac{1}{2}$ cents = 10 cents, total amount of commission received for every dollar in the receipts for grain. But \$60 = total amount of commission thus received.

$\therefore \$60 \div 10 \text{ cents} = 600$. Hence, \$600 = amount received by the agent for grain, and \$600 - \$60 = \$540, amount paid for cattle.



HOTEL VICTORY, PUT-IN-BAY — THE MEETING PLACE OF THE OHIO STATE TEACHERS' ASSOCIATION, JUNE 26, 27 AND 28, 1900.

THE OHIO EDUCATIONAL MONTHLY.

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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American School Board Journal .....	.....
.....	Milwaukee, Wis.
Art Education.....	New York, N. Y.
Canadian Teacher.....	Toronto, Ca.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.

Indiana School Journal.....	Indianapolis, Ind.
Interstate Review.....	Danville, Ill.
Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....	.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, Ohio, Tuesday, Wednesday, and Thursday, June 19, 20, 21, 1900. All communications regarding it should be addressed to W. W. Boyd, Painesville, O.

STATE Association, Put-in-Bay, June 26, 27, and 28.

NATIONAL Educational Association, Charleston, S. C., July 7-13, National Council, meeting, July 7 and 9, and the regular sessions of the general association being held July 10-13.

THE appointment of Dr. Martin G. Brumbaugh, of the University of Pennsylvania, as Minister of Education to Porto Rico is most acceptable to every one and guarantees that the schools of that island:

Editorial Department.

will be administered, in so far as Dr. Brumbaugh has authority, solely in the interests of the children. His well trained brain and sympathetic heart fit him most admirably for this very responsible position. To those who have been favored with intimate association with him in his work in the University or on the institute platform, the thought of his absence is not pleasant to contemplate, but all such will join in wishing him health and success in his new field of labor.

WE are under great obligations to Hon. Howard J. Rogers, Director of Education for the United States to the Paris Exposition of 1900, for "Education in the United States" in two large volumes issued under the editorship of Nicholas Murray Butler, Professor of Philosophy and Education in Columbia University, New York City. Among the many contributors to this valuable work are Andrew Sloan Draper, President of the University of Illinois, William T. Harris, United States Commissioner of Education, B. A. Hinsdale, Professor of the Science and Art of Teaching in the University of Michigan, T. C. Mendenhall, President of the Technological Institute, Worcester, Massachusetts, Booker T. Washington, Principal of the Tuskegee Institute, and William N. Hailmann, Superintendent Dayton, Ohio, city schools.

These two volumes contain a broad, and at the same time, an accurate treatment of nearly every phase of educational work, and should find a place in every well equipped public and private library.

COMMENCEMENT week at the Ohio State University this year was a most pleasant and successful one. Not only was the graduating class the largest in the history of the institution, but it is the universal opinion that the first year of the administration of President Thompson marks the beginning of a new era of prosperity for this rapidly growing institution. At the unanimous request of the faculty, the annual address was delivered by President Thompson who discussed in a clear, definite and forcible manner "The State and Education." Ten thousand copies of this admirable address which we are sure will be read with profit by all who are interested in public education, elementary, secondary, or higher, have been ordered printed by the board of trustees for free distribution in the near future. The real prosperity of the State University cannot in any manner conflict with the prosperity of the many excellent private and denominational colleges in Ohio, each one of which is doing excellent work, and the whole state is to be congratulated in having at the head of its leading educational institution a president of broad mind,

Central 321
LIBRARY
of the
Ohio State University

sympathetic heart and sound business judgment.

NEARLY every trip the editor makes in Ohio emphasizes the fact that many communities are rich in history of great interest and value. Some time since we attended the high school commencement at Albany, Athens county, and greatly enjoyed a recital of some of the local history of that interesting town, by Supt. A. H. Dixon and others. The old academies, white and colored, so prominent in their day, the station on the "Underground Railroad," and other points, are interesting places to see. We also note from a recent daily paper that Mt. Pleasant, Jefferson county, will soon celebrate its centennial. We have pleasant memories of a week's institute work in this quiet, but most hospitable "Quaker" town a dozen years ago. In this town Edwin M. Stanton was born, and here was held the first anti-slavery convention in 1837. We hope all our readers are making a study of the local history of their communities, and that they will remember that F. B. Pearson, principal of the East High School, Columbus, has charge of this work in the MONTHLY. Mr. Pearson will be glad to hear from any one, teacher, pupil, or patron, who has anything of interest in his department.

OUR thanks are due Secretary Shepard for a copy of the Proceedings of the Department of Superintendence of the National Educational Association recently in session at Chicago. In addition to the papers and addresses upon special subjects of special interest to superintendents, the following named will be of general interest to all who are either directly or indirectly interested in educational work:

"The Status of Education at the Close of the Century," by Dr. Nicholas Murray Butler, of Columbia University, with discussion by President Eliot of Harvard University, and Dr. Harris, Commissioner of Education of the United States.

"Alcohol Physiology and Superintendence," by Professor W. O. Atwater, of Wesleyan University, Middletown, Conn., and the discussion by Superintendent Dutton, Mrs. Hunt, Professor Atwater and others. Both the discussion and the paper are printed in full.

In the evening address of President E. A. Alderman of the University of North Carolina on the "Duties and Opportunities of Scholarship" may be found an interesting review of the condition and aims of higher education in the South and its relation to the solution of the social and educational problems of that section.

We congratulate Secretary Shepard upon the early appearance of this very valuable report. Copies may be obtained by sending 25c to Irwin Shepard, Secretary N. E. A., Winona, Minn.

WE note from the "Daily Press" that all the colleges and seminaries have closed a very successful year with a commencement week of unusual interest and profit, all of which indicates that the higher institutions of learning are in good condition and doing vigorous work. An attendance at twenty-two high school and Boxwell commencements has furnished the writer with convincing evidence that the public schools have also done an earnest year's work and we have no doubt that the opening of the next school year will bring with it a largely increased attendance in both colleges and high schools. For such a condition of affairs every one who believes in education is devoutly thankful.

ON account of the State Association, the July MONTHLY is mailed a few days ahead of time. We hope to publish the August number, which will contain the proceedings of the State Association, the first week in July, and thereby give to our readers in permanent form the many excellent addresses and discussions of the Put-in-Bay meeting. We trust that all our readers

may have a very pleasant vacation, and that we may meet many of them at Charleston, July 10 to 13. The September number will contain a full account of the Charleston meeting, which will be prepared by our special correspondents. Any one who may know of any item of special interest relating to the meeting or the trip to Charleston will confer a favor by notifying any one of the following representatives of the MONTHLY: Miss Margaret W. Sutherland, F. B. Pearson, R. E. Rayman, E. L. Harris, R. W. Mitchell, John A. Heizer and N. H. Chaney.

It is very gratifying to note the cordial reception given to "The Story of English Kings According to Shakespeare" by our good friend, Dr. J. J. Burns, of Defiance. The following are a few of the many complimentary notices given the book in the leading newspapers of the country. It will be remembered that this book is on the list adopted for the O. T. R. C. the coming year:

"To the real student of Shakespeare this book will be found to possess more actual and tangible value than can be derived at a great expense of time from the voluminous notes with which Shakespearean literature is defaced rather than augmented.

"The reader of this book will grow familiar with the various characters who play a part in the

kingly dramas as he can in no other way."—"The St. Paul Globe."

"The task which Mr. Burns set himself is a wiser one than that of the Lambs, its limitations within the 'Story of English Kings' in Shakespeare affording a surer promise of success than the story of any or all of his other personages, and his accomplishment of this task is calculated to give more pleasure to the great body of his literate readers than the more conventional accomplishment claimed for the joint authors of 'Tales from Shakespeare.'"

* * *

"The plan which Mr. Burns has followed is so novel in this period of hasty compilations, and so satisfactory in its general results that we have stated it in his own words, etc."—R. H. Stoddard in the "Mail and Express," N. Y.

"It is a most excellent book, and we have read it with a great deal of interest. It brings out more fully than anything we have seen the full meaning of Shakespeare's language. We commend the book to all lovers of Shakespeare."—"The Union," Schnectady, N. Y.

WE believe that the Ohio Teachers' Reading Circle is worthy of the support of every teacher and friend of education in Ohio. The need for its existence and value of its work are now too plain to all to need any argument from any one.

Let us all unite in making the coming year the best in the history of the O. T. R. C. In this connection we again call attention to the following excellent course of study for the coming year adopted at the last meeting of the Board of Control:

1900-1901.

TEACHERS' COURSE, EIGHTEENTH YEAR.

(Adopted May 12, 1900.)

I. Pedagogy: James's Talks to Teachers on Psychology; and to Students on some of Life's Ideals, or Roark's Method in Education.

II. Literature: (a) Burns's The Story of English Kings according to Shakespeare. (b) Thackeray's Henry Esmond or Macaulay's Essays on Addison and Milton.

III. History: (a) Judson's Europe in the Nineteenth Century or Oman's England in the Nineteenth Century. (b) The Week's Current, The Pathfinder, Current History, or an equivalent.

IV. Nature Study: Burroughs's Signs and Seasons.

RECOMMENDED LIST.

1. Woodbridge's The Drama—Its Law and its Technique.
2. Wright's Outlines of Sociology.
3. Bates's Talks on the Study of Literature.
4. Dutton's Social Phases of Education.
5. Mace's Method in History.

6. Burrage and Bailey's School Sanitation and Decoration.

7. Findley's The Teacher and His Work.

8. Clark's How to Teach Reading in the Public Schools.

9. Arnold's Reading and How to Teach It.

10. Mary Johnston's To Have and to Hold.

By far the most important factor in the success of the school is the teacher. Her influence lives long after school days are at an end. Her personality continues to influence action and mould character after pupils leave her presence and enter upon the active duties of life. Unfortunately these statements are as applicable to the poor teacher as to the good one. The greatest work that superintendents and boards of education can perform for the schools under their control is to secure and retain good teachers, and keep out poor ones. In his last report, Supt. H. C. Misdimer of Erie, Pa., discusses this important topic in the following vigorous and sensible manner:

"The good teacher is first of all a student. Her methods are the result of her own observation, her own thinking, her own reading. Her discipline is the application of common sense to actual conditions. It is always firm, never wobbly, and broadly and generously sympathetic. Her clear teaching is the result of scholarship that extends far beyond what she teaches. Her simple and direct methods in arith-

metic come from her wider knowledge of algebra and geometry. Her power of developing thought in the reading or geography lesson comes from an intimate acquaintance with the best and noblest literature, and from a knowledge of the science of common things in earth, sea, and sky.

"The good teacher is a person of culture and refinement. She never stoops to sarcasm; she is free from vulgarities of speech and manner. Her pupils silently weigh her in the balance and she is not found wanting. In their eyes she is always 'lovely,' or 'all right,' and the accuracy with which these boys and girls of eight to twelve years of age size up their teacher should often make school committees, the school board, and even the superintendent, wonder at their own lack of insight. The teacher who stands the test of the searching judgment of her own pupils counts as much in the system as the building, the course of study and the textbook.

"The poor teacher is first and foremost and always the one who would rather do anything else that would bring her the same pay; her heart is in her work only for what she is paid. She uses the same methods from year to year. She may have good order in her room. She may even have natural graces of manner and person. She may have tact; but she neither studies nor devises the methods that produce the best results. She becomes in a few years a formal, artificial, and lifeless teacher, in spite of grace and tact and natural qualifications. There are always such in the schools who are dead weights upon the entire system. They are the routine teachers who look only to the work of their grade, and do

not concern themselves with what goes before or what comes after it.

"How to get rid of the poor teachers, how to secure and retain the good ones, is the most vital question of all in our public school system."

THE teachers' institutes will soon be in session in the different counties in the state, and thousands of earnest teachers will assemble, at the hottest season of the year, in the midst of their vacation time, and at great personal inconvenience and sacrifice to themselves, to study under the guidance of their instructors the different subjects to be taught, the best methods of teaching them, and to gain something of that enthusiasm and inspiration which always characterize a well conducted institute. It has been the writer's privilege in the past to visit each county institute in the state at least once, and the majority of them several times, and we have always been impressed with the loyalty of the teachers to their work as indicated by their attendance and attention. It is safe to say that in no other vocation or profession are so many persons who are willing to put themselves at so much personal inconvenience for self-improvement as are found among the teachers. We regret that an annual attack of hay fever and asthma makes it impossible for us to do any work from the middle of August to the first of October,

and that as a result we are deprived of the pleasure of working in many of the counties which hold their institutes within this period, but we extend our best wishes to all the instructors and teachers in the approaching institute campaign, and trust that much professional enthusiasm will result from their meeting together. In this connection it seems fitting to call attention to a few of the many interesting statements found in the minutes on an "Old-Time County Teachers' Institute" held in Findlay, Ohio, in 1852. These minutes were recently reproduced in "The Morning Republican" of that city a copy of which was mailed to us by some unknown friend to whom our thanks are due. We note that the "Ohio Journal of Education" published at that time at Columbus under the auspices of the State Teachers' Association received hearty endorsement; that among the committees appointed was one composed of three members on "Criticism on Elocution"; that the clergymen, editors, and many of the legal profession attended and took part in the exercises, and that the citizens of Findlay made provision for the gratuitous entertainment of the teachers who were in attendance. We regret that we cannot publish these interesting minutes in full, but are glad to give space to the following quotations which are of interest for several reasons:

"The Institute was conducted with dignity and gentlemanly bearing in so far as our observation extended—that would have done no discredit to any deliberative body. Those who lectured upon the various subjects belonging to their professions, showed a thorough acquaintance with their several topics and spoke with ease and fluency, highly pleasing to the audience. The criticisms, although at times not a little severe, did much to sustain interest in their deliberations. In speaking of this, however, we would not be understood as reflecting in the least against the learning or intelligence of any; for we believe that the occasion for criticisms were less frequent than is common in similar assemblages.

"The teachers in attendance appeared to feel that their profession sustains a most intimate relation to the virtue, happiness and prosperity of the society in which they labor; and, although in many localities imperfectly appreciated, they showed a strong desire to prepare themselves for their arduous labors. That the 'laborer is worthy of his hire' is conceded in all cases, unless it be the school teachers. Many regard money paid to teachers as 'gifts to charity,' for which no return is expected. The effect of this is that too many teachers follow teaching as a temporary business, because they receive no encouragement to qualify themselves and devote their whole attention to the work. This unfortunate state of facts, however, is gradually giving way to more correct views on the part of the public, and contentment on the part of the teacher in his calling. Teachers' Institutes are doing much to correct these difficulties.

"We have understood that there are a few persons in this country who have been very much alarmed from certain rumors, circulated without foundation, that the Hancock County Teachers' Institute had no other object in view, in assembling the teachers of the county together, than to make a systematic attack upon the wages in this county for their labor. It is also said that some of these 'alarmed friends of education' have determined to do without a school rather than employ any teacher who has attended the Institute. We cannot believe that there is one such person in the county; if there is, he should immediately emigrate, as he is certainly too 'small potatoes' for this locality. The teachers assembling had a nobler purpose in view than this; they wish to be better qualified for their duties. But should they, after accomplishing this object, neglect the others, they would be unpardonable. We want well-informed, steady teachers and should we get them, it matters not what it costs, we are made rich.

"The teachers appeared much pleased with the benefits of the Institute and design holding one regularly each year hereafter."

We suggest in this connection that there is no doubt much interesting educational history of our State to be found in the Institute Proceedings of the different counties which will well repay the time and effort to resurrect and reproduce it.

WITH this issue the fifth year of the MONTHLY under its present management ends. These years

have not been free from anxiety, care and discouragement, but they have been characterized by a high degree of helpful encouragement and cooperation on the part of our friends for which we are profoundly grateful. Encouraged by the experience of the past we enter upon another year with an earnest desire to be true to the best things, and helpful in the broadest way to the earnest teachers who constitute our supporters and readers. At the coming institute we again ask our friends to say the word which is always so helpful to our agents in securing subscribers, a large number of which are necessary to the success of any educational journal. We shall do our best to make the MONTHLY worthy of the continued support of its old friends, and hope to add many new ones to the list. We call attention to the following as a few of the reasons why Ohio teachers should read the OHIO EDUCATIONAL MONTHLY, and we shall be very thankful to all our friends who will help us in the work:

1. Each issue the coming year will contain solutions of some of the more difficult problems found in the Institute Syllabus on Arithmetic.

2. Special articles each month on Geography and History of Ohio.

3. Special O. T. R. C. Department.

4. Special article each month on Natural Science, Grammar, and other branches required for examination.

5. State examination questions published in full; also selected questions from different county examinations.

6. Complete Proceedings of State Teachers' Association in the August issue.

7. Programs for Opening Exercises and Special Days.

8. Practical Helps, Hints and Suggestions regarding the teacher's work.

9. Valuable articles on live Educational Topics.

10. Always contains the latest Educational News. Correspondent in each county.

THE TRIP TO CHARLESTON.

In addition to granting excellent rates to the Charleston meeting, the railroads are also doing all in their power to arrange the trip so as to give the greatest possible amount of pleasure and profit to those who attend. The following Itinerary has been arranged for the Ohio party:

Ohio teachers and their friends are to rendezvous at Cincinnati by way of the most convenient line not later than 7 p. m., Thursday, July 5. Arrangements may be made for sleeping car accommodations from Columbus, Cleveland, Toledo and Cincinnati at practi-

cally the same price, providing enough apply to justify the local lines in chartering cars for that purpose. These cars will run through without change, stopping over en route as per Itinerary. The price of a double berth from Cincinnati to Charleston (continuous passage) is \$4.50, but in stopping over at Chattanooga, the rate will be Cincinnati to Chattanooga, \$2.00 per berth. The same cars will, after a lay-over at Chattanooga, be operated as parlor cars, Chattanooga to Atlanta, seat fare being 75 cents per capita. From Atlanta to Charleston, under the proposed schedule the berth rate will be \$2.00, making \$4.75 total. At Cincinnati a special train will be formed, leaving by way of the Queen & Crescent at 8 p. m., July 5, and reaching Chattanooga at 8 a. m., July 6.

The most interesting scenery en route is to be seen from Oakdale south as the valley scenery of the Tennessee is entered on the morning of

FRIDAY, JULY 6.

At Chattanooga carriages will meet the Ohio delegation at the train and conduct them to the Read House, the leading hotel of the city, where breakfast will be served and a lunch put up for the entire party to be served in Chickamauga Park. The cost of the breakfast and lunch will be \$1.00 for each individual. Each person should have a good breakfast before taking the

long drive of 35 miles which follows.

THE DRIVE.

Leaving the hotel at 9 a. m., the party will go direct to the National Cemetery, where lie 12,876 of the nation's dead. The next point of interest will be Orchard Knob, Grant's headquarters, where the general plan of the campaign will be explained. The ascent of Mission Ridge will then be made, following the line of attack in that famous battle. The point of greatest interest on the ridge is the location of Bragg's headquarters, marked by a steel observatory 75 feet high. The drive from this point over the National Boulevard to Chickamauga is one of the most beautiful and interesting in this country. The scenery is charming and changing, the roadway smooth and restful, and almost every spot on the wayside marked by monuments and tablets, showing historic interest. The drive through the Park will include a careful examination of the lines of battle where the hardest fighting took place. Stops will be made at the Viniard House, Rosecrans' headquarters, and Snodgrass Hill. Lunch will be eaten at the latter point. At this place Thomas made his final stand, repelled seven determined charges and gained the name of the Rock of Chickamauga. His defense of this position saved the complete rout of the army and gave Rose-

crans time to prepare for the defense of Chattanooga. No other battle-field is so well marked as this, giving the teacher and student of history such an opportunity to study the movements of great armies under fire. The return drive will be by the way of Rossville Gap to the foot of the Lookout Mountain Incline or to Chattanooga, as the parties may desire. The Charlton and Chickamauga Stables are under contract to furnish carriages and drags at \$1.00 per individual.

RAPID TRANSIT.

Those who prefer to do so, can take an electric car to Chickamauga Park and back. This line leads to the Park, but does not enter it. On returning a similar run can be made to Mission Ridge. In either case, more or less driving will be necessary.

LOOKOUT MOUNTAIN.

Arrangements have been made with the Read House, which has the management of the Lookout Inn, for supper, lodging and breakfast at 75 cents per meal or lodging, provided that there are 150 or more in the party or parties. Nothing can be more delightful than a night on Lookout Mountain. The sunset on a clear day is charming, and the sunrise just as attractive, if one cares to turn out early enough to see it. The scene of the "Battle Above the Clouds" is at your feet and the val-

ley of the Tennessee spreads out like a map before you with explanatory tablets of steel at your service. All guests of the Read House are entitled to a round trip rate of 30 cents on the Lookout Mountain Incline. Those taking lunch and breakfast are guests. Others will have a rate of 50 cents, if the numbers justify it, otherwise the price is 75 cents.

SATURDAY, JULY 7.

A special train will leave Chattanooga for Atlanta at 7 a. m., Saturday, July 7, via Southern Railway. Rome and Dalton, made illustrious in the Civil War, are passed by the train. Reaching Atlanta at noon, the party will stop over until 8 p. m. This will give ample time to see the beautiful city of Atlanta and to visit many of the scenes of Sherman's military operations. With a good dinner and supper the party will be ready to resume its march from "Atlanta to the sea."

SUNDAY, JULY 8.

Leaving Atlanta at 8 p. m. over the Georgia Railroad, the train will reach Charleston, S. C., about 8 a. m. on Sunday morning. This will give time to locate, get rested, attend services and see many points of interest before the great meeting begins.

RETURN TRIP.

The return trip will be made at the pleasure of the individual at

the rate specified and within the time limit of the ticket. It will cost a little more by way of Washington than by direct route, but to most teachers the difference will be a most profitable investment.

In order that complete and satisfactory arrangements may be made, those who expect to go should notify one of the following members of the Committee at once:

John A. Heizer, Norwood, Cincinnati.

Principal E. L. Harris, Cleveland.

Supt. N. H. Chaney, Chillicothe.

Supt. R. E. Rayman, East Liverpool.

Supt. R. W. Mitchell, Defiance.

Principal F. B. Pearson, Columbus.

In connection with this well arranged Itinerary, we desire to state that all who visit Charleston will find the churches of the city well worth a careful study as indicated by the following article:

CHARLESTON'S OLD AND BEAUTIFUL CHURCHES.

(From an Article by Julian Ralph, *Harper's Magazine*. Copyright, 1895, by Harper & Brothers.)

In nothing is Charleston more admirable and interesting than in its church buildings. Better yet, the people know this—which is not always the case in such matters—and are as proud of them as they should be. The two old English churches of St. Michael's and St.

Philip's are to the city what superb statues are to a park. They are beautiful ornaments—monuments to a wealth of pride and taste, which may exist there, but will not be easily excelled in any modern memorials. But the Huguenot Church, the only one in America, is equally beautiful in its history. Its pastor, the Rev. Charles S. Vedder, has written this concise statement of its claims upon those who venerate the cause of religion, and especially that of these liberty-loving exiles of old. These are his words:

"Established by French Protestants, refugees from France on account of religious persecution. Their descendants, venerating the steadfastness to principle, so conspicuous in their ancestors, continue to worship today with the same liturgy (translated), published at Neufchatel in 1737 and 1772, in this the only Huguenot Church in America."

The two Episcopal churches of St. Philip's and St. Michael's are, as I have intimated, the most beautiful church edifices in the Carolinas. They ennoble almost every view of Charleston that one gets. St. Philip's has the third building in which the congregation has worshipped, but it copies the second one, destroyed in 1835, of which Edmund Burke says that it was "executed in a very handsome taste, exceeding everything of that kind which we have in America."

The dramatic poem, still recited wherever English is spoken, which tells of the daring of a slave boy who climbed a steeple to put out the fire that threatened its destruction, wherefore his master set him free, tells the true story of an incident in the history of St. Phillip's. The poem credits the incident to St. Michael's, but that is a mistake.

Both these churches are of the general style of our old St. Paul's in New York, but both are very much handsomer. St. Michael's is said to be very much like St. Martin-in-the-Fields, in London, so familiar to most Americans who have visited that city. The steeple is made up of a series of graduated chambers, so well proportioned that each new study of them is a fresh delight. It is no wonder that the Charlestonians like to mention that it has always been a tradition that Sir Christopher Wren was the designer of the building, though there is better reason to believe that it was Gibbs, the architect of the London church which it so greatly resembles. In the steeple hang the bells, which are Charleston's most beloved possession. Not only were they imported from England in 1764, but when the British retired from the city at the close of the Revolution, they were seized as a military perquisite and sent to London. There a Mr. Ryhiner, who had been a merchant in Charleston, bought them and sent them back to Charleston. In 1861

they were sent to Columbia for safety, and when that city was burned by the Federal troops they were ruined by the flames. In 1866 they were sent back to England to be recast by the descendants of the original founders, and in another twelve months they were back again, practically the same eight bells, but held by the government for the payment of \$2,200 duty. That was paid, and the money has since been refunded by especial Act of Congress.

EDUCATIONAL NEWS.



Supt. J. D. Simkins, of St. Marys nominated for State Commissioner of Common Schools by the Democratic Convention, June 13, 1900.

—We learn from the "Salem Daily News" of May 26 that Miss

Maggie Umstead, principal of the Columbia street building of that city, has given the board of education notice that she will retire at the close of the present school year. The notice of her retirement is received with regret by all the patrons of the school who know her worth and efficiency. Miss Umstead has been connected with the Salem schools continuously since 1866, and has taught in each and every grade up to the high school. In 1872 she was placed in charge of grammar school work, and in 1881, became principal of the Columbia street school. Few teachers have such a record of success, and the universal verdict is that her work has always been honestly and conscientiously performed.

—The teachers of Knox county held an unusually interesting meeting of their county association, May 19. Supt. J. K. Baxter, of Mt. Vernon, made an excellent address on "Efficient Training of Teachers." He named five requisites in the teacher: Knowledge of the subject to be taught and other subjects related to it, strength of character, a desire for knowledge, a love for children, and good common sense. This address was followed by a fine paper on "Music" by C. L. Roberts, of Utica, which was highly appreciated by the audience. At the afternoon session, Hon. Lewis B. Houck, of Mt. Vernon, who is a great favorite with

the teachers of his county, made an interesting and helpful address on education in general and some needed legislation in particular.

—"Wonderland" for 1900, issued by the Northern Pacific Railway Company, is full of accurate, interesting, valuable information relating to the great Northwest. It includes the complete story of Lewis and Clark's great Exploration. Every reader of geography and history should send six cents in postage stamps to Charles S. Fee, G. P. A., Northern Pacific Railway, St. Paul, Minn., and secure a copy.

—Lee A. Dollinger, principal of the Covington high school, went to Washington, D. C., June 14 to accept a position in the census bureau.

—We are glad to note the continued success of Frank H. H. Roberts, formerly superintendent of the Centerburg, Ohio, schools, but now at the head of the Normal Department of the University of Wyoming. Mr. Roberts is taking a prominent part in the institute work in Wyoming, and is the author of "A Comparative Study of the Government of the United States and of the State of Wyoming."

—The fourth bi-monthly meeting of the Morrow County Teachers' Association for the school year was held at Bloominggrove, Satur-

day, June 2, 1900. Although circumstances did not favor a large attendance of teachers from all parts of the country, there was not a lack of interest and discussions were entered into with much enthusiasm. The Round Table was conducted in an interesting and profitable manner. The paper on "Col. Parker's Methods" was well prepared and brought forth earnest discussions on the advisability of adopting the methods. A paper "Advanced Reading" showed a careful investigation and thorough mastery of the subject. Reading as a branch is too often neglected in our schools; a complete mastery of the reader studied should be the only test for promotion to a higher grade reader.

**ELECTIONS AND REELECTIONS
REPORTED TO THE
MONTHLY.**

—J. W. Jones, who has had charge of the schools at Westerville for several years, elected superintendent at Cadiz at a salary of \$1,215.

—Jesse Johnson, principal of the Salem high school, elected to the superintendency to take the place of W. P. Burris, who has resigned to pursue his special studies in education in this country and Europe.

—C. L. Dickey, Clintonville, re-elected superintendent of Clinton, Perry and Sharon townships, Franklin county, for another year.

—E. N. Lloyd, Bloomville, re-elected for his fourth year at an increased salary.

—E. E. Rayman, Berea, re-elected for two more years.

—M. E. Hard, Bowling Green, unanimously re-elected for another year.

—R. W. Mitchell, Defiance, unanimously re-elected for two years.

—Henry G. Williams, Marietta, re-elected for three years, and salary increased to \$2,000.

—S. P. Humphrey, Ironton, re-elected for another year, and salary increased \$100.

—H. R. McVay, Washington C. H., re-elected for his third year.

—M. E. Hard, Bowling Green, elected to the superintendency at Sidney.

—W. M. Waltermire, for three years principal of the Clinton township, Franklin county, high school, elected to the superintendency at Reynoldsburg.

—S. H. Benson, Bellville, re-elected for another year as superintendent, and S. J. Lafferty, also re-elected principal of high school.

—J. A. Culler, for fourteen years principal of the Kenton high school, has been promoted to the superintendency to succeed E. P. Dean, who retires after twenty-two years of service.

—G. W. Walker, principal of the South Kenton schools for the past six years, has been elected to succeed Mr. Culler as principal of the high school.

—J. V. McMillan, Canal Dover, unanimously reelected to the superintendency for another year.

—F. P. Geiger, principal of the Canal Dover high school, has also been unanimously reelected for his fourth year.

—Henry Whitworth, Bellefontaine, after five years' service as high school principal, and eighteen years' service as superintendent, re-elected for another year.

COMMENCEMENTS REPORTED TO THE MONTHLY.

Berea, nineteen; Leetonia, five; Miamisburg, thirteen; Jackson Center, four; Oak Harbor, twelve; Norwalk, twenty-five; East Liverpool, fourteen; Ashland, three; Mineral Ridge, fourteen; Garfield, one; Urichsville, seven; Bellaire, fifteen; Urbana, nineteen; Shawnee, five; Wooster, forty-one; Mount Vernon, thirty-nine; Defiance, thirty-three; Pataskala, eight; Circleville, twenty-eight; Medina, twenty-six; Lancaster, fourteen; Capitol School of Oratory and Music, Columbus, School of Music, four; School of Oratory, six; Geneva, twenty-one; Middletown, twenty-seven; Painesville, thirty-three; Bellefontaine, seven; Glenville, eight; Alliance, twenty-one; Hamilton, fifty-two; O. S. and S. O. Home, Xenia, High School Department, thirty; Domestic Economy, fifteen; Stenography, sixteen; and telegraphy, ten; Massillon, forty-five.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati:
"Elementary Lessons in Lan-

guage and Grammar." By Thomas W. Harvey, A. M. Revised by Louise Connolly. While the book is remodeled to meet some of the more modern demands, 'the many old friends of Dr. Harvey and his Grammar will be glad to know that the solid substance of his books as he prepared them will be retained. The Revised Grammar will appear soon.

D. C. Heath & Co., Boston:
"Das Wirtshaus zu Crausac," Novelle von Heinrich Zschokke. Edited with introduction, notes and vocabulary, and paraphrases for re-translation into German by Edward S. Joynes, Professor of Modern Languages in South Carolina College.

"Ein Kampf um Rom," von Felix Dahn. Arranged and edited by Carla Wenckelbach, Professor of the German Language and Literature in Wellesley College.

Ginn & Co., Chicago, Ill.:

"America's Story for America's Children." By Mara L. Pratt. The beginner's book in a series of five volumes.

"The Finch First Reader." By Adelaide V. Finch, Principal of Normal Training School, Lewiston, Maine. This reader presents an unusually large amount of reading matter. Mailing price 35 cents.

"Shakespeare's Julius Caesar." With Instruction, and Notes Explanatory and Critical. By the Rev. Henry N. Hudson, LL. D. Mailing price, 40c.

Charles Scribner's Sons, New York City:

"Europe in the Nineteenth Century." By Harry Pratt Judson, LL. D. This volume is one of the books on history adopted by the O. T. R. C.

Houghton, Mifflin & Co., Boston, Mass.:

"Signs and Seasons." By John Burroughs. This is the science book for the coming year in the O. T. R. C.

Longmans, Green & Co., New York City:

"England in the Nineteenth Century." By C. W. Oman. One of the books on history adopted by the O. T. R. C.

Werner School Book Co., Chicago, Ill.:

"The Story of Lewis and Clark for Young Readers." By Nellie F. Kingsley. An excellent book for young readers.

Silver, Burdett & Co., Chicago: "American Inventions and Inventors." By William A. Mowry and Arthur May Mowry. A valuable and interesting book for reading and study.

Henry Holt & Co., New York City:

"Talks to Teachers and Students." By William James. Adopted by the O. T. R. C. for the coming year.

The American Monthly Review of Reviews for June is a well-illustrated number. The important news topics of the month are editorially treated in "The Progress of the World," the opening department. A character sketch of James J. Hill, a Builder of the Northwest," is contributed by Mrs. Mary Harriman Severance, who outlines the remarkable career of the president of the Great Northern Railroad. Dr. Albert Shaw, the editor,

writes from full knowledge on "Paris and the Exposition of 1900." Mr. Jacob A. Riis, author of "How the Other Half Lives," forecasts the work of the New York Tenement-House Commission recently appointed by Governor Roosevelt. Mr. Cleveland Moffet writes on "Automobiles for the Average Man." Mr. Charles A. Conant describes the operation of the refunding law passed by Congress last March. There are also illustrated articles on summer camps for boys, the Passion Play at Oberammergau, and new fiction for summer reading.

Rudyard Kipling, Dr. S. Weir Mitchell, Ian Maclaren, Cyrus Townsend Brady, Julia Magruder and Mrs. Burton Kingsland are among the contributors to the June Ladies' Home Journal.

Among the thirteen articles in the June "Forum," there are at least seven which will be widely quoted and discussed: Consul General Ho Yow's vigorous criticism of "The Attitude of the United States Towards the Chinese"; "Do We Owe Independence to the Filipinos?" by the Hon. Charles Denby, Sir Charles W. Dilke's paper on "U. K., U. S., and the Ship Canal" "The Present Position of the Irish Question," by the man best qualified to speak, J. E. Redmond, M. P.; Edward Emory Hill's essay on "Teaching in High Schools as a Life Occupation for Man"; Professor Hall's arraignment of "College Philosophy"; and the Hon. John Charlton's paper on "American and Canadian Trade Relations."

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O. T. CORSON, Publisher, 57 East Main St., COLUMBUS, O.

LITERATURE. — The American Book Company's list of new and standard works on English and American Literature now embraces among others, an Outline History of English Literature, \$1.25, by Dr. Charles F. Johnson, Trinity College, published June 15, 1900, and mainly intended for Colleges and for Fourth Year work in High Schools and Academies; a History of English Literature, \$1.25, by Reuben Post Halleck, whose works on Psychology are so favorably known to instructors; this beautiful volume being intended for High Schools giving special attention to the subject; also, Dr. Johnson's Revision of Stopford Brooke's Primer of English Literature, in which the section on American Literature has been omitted, and additional chapters on the Literature of the Victorian Age added. The price remains the same, 35 cents. Other works are, Brander Matthews's "Introduction to American Literature," \$1.00, described as "In itself literature"; The Primer of American Literature, 35 cents, by M. C. Watkins; Lawrence's Primer of American Literature, 30 cents; Phillips's popular Manual of English Literature, in two volumes, \$4.00, containing outlines of the Literature of France, Germany, Italy, Spain and the United States, with historical, scientific and art notes; Smith's Studies in English Literature, \$1.20, confined to Chaucer, Spenser, Shakespeare, Bacon, Milton; the three volumes in Harper's School Classics, — English Literature of the Romance Period, English Literature of the Classical Period, English Literature of the Modern Period, 30 cents each; Prof. Robertson's "English Literature," with introduction by Prof. Masson, \$1.25; Dr. Blaisdell's "First Steps with American and British Authors", 90 cents, for Grammar School work or for First Year High School work; Swinton's "Studies in English Literature", \$1.20; together with Dr. Rolfe's Edition of Shakespeare in forty volumes, and his scholarly editions of Browning's Poems and Dramas, and the Poems of Goldsmith, Gray, Milton, Macaulay and Wordsworth, 56 cents each; The Eclectic English Classics Series has been extended to 46 volumes at prices ranging from 20 to 60 cents. In the department of Philology and Criticism, several works are offered, and correspondence is invited by the Publishers,

AMERICAN BOOK COMPANY, CINCINNATI.

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THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. XLIX.

AUGUST, 1900.

No. 8.

FIFTY-THIRD ANNUAL MEETING

OF THE

OHIO STATE TEACHERS' ASSOCIATION AT PUT-IN-BAY, JUNE
26, 27 AND 28, 1900.

Inaugural Address of CHARLES HAUPERT, President of the General Association.

We have reached the fifty-third annual session of the Ohio State Teachers' Association. As your president it shall be my earnest endeavor, with your hearty co-operation, to make the sessions both enjoyable and profitable. As far as practicable the program will be carried out as printed. A meeting like this is essentially a business meeting and everything should be done in a business way. Let us be prompt in assembling at the appointed hour, so that all delays and interruptions may be avoided. This is necessary for a successful meeting. Speakers will be held to the schedule as published. Most members believe in brief but comprehensive papers and addresses and the greatest possible amount of pointed, general discussion. May we hope that the remarks in the general discussions will be brief, so that we may all have the great and unexpected pleasure of hearing a very large number of persons. It would be gratifying to hear

more frequently, than heretofore, the voices of the ladies and the younger gentlemen.

In this closing year of the century there may have been dark, threatening clouds in the educational sky; but there have also been signs of hope, of progress, of higher aims. Never before have the schools been kept so prominent in the public eye. New York, Chicago, Baltimore, Cleveland, Washington and many smaller cities have certainly had their strong and weak points held up to the people for judgment. An unusually large number of works in pedagogy by recognized thinkers have appeared; our magazines have abounded in educational articles from the best minds in various vocations. Our best thinkers are beginning to recognize the true place of the school as a social institution in its relation to the home, church, state, and society. The newspapers and literary clubs have by no means overlooked the

schools. The educational journals are becoming more and more serviceable.

Our Ohio colleges are receiving encouraging financial support, and increased number of students, better equipments and a more efficient force of instructors. The change in the Boxwell law to give every Boxwell graduate free tuition will always stand out as an epoch-making event in the history of Ohio education. It is safe to make the prediction that the results of this legislation will be far reaching. The high schools will be carefully scrutinized; their efficiency in the rural districts and smaller towns will be enhanced; the number of pupils in our high schools and colleges will increase. The standard of education will in consequence become higher.

An encouraging sign at this time is the fact that all the departments of education in the state—elementary, secondary, and higher—are rapidly drawing into close and mutually helpful relations. The arbitrary, more or less selfish, and purely traditional college entrance requirements are adjusting themselves to a truer educational ideal and the actual conditions and growing demands of our American life. This acts as a powerful stimulus upon the efficiency of the work below the college; yet it must ever be kept in mind that while in the future the college and professional school will look to the high school graduates as the main supply of students, the primary aim of the people's schools is not to prepare for college, but for life. I believe most firmly that no where are the schools so safe as in the hands of the people. No requirements in Science, English, History and Civics will ever be too exacting for the people. They are demanding more and better work in these lines.

Our high schools, though choosing their teaching staff from the ranks of

the college graduate, have found them totally unprepared to teach Science, English, History, Civics or modern languages. In the interest of educational reform all our colleges must meet this demand.

For some years there has been a growing conviction with me that the people and teachers do not fully understand either the importance or the true function of that most truly typical of all American institutions—the high school. Dangerous ideas are prevalent. Some pretend to believe that it costs too much and fail to see the importance of good equipments and an efficient teaching staff; some would lead the people to believe it to be the school of the rich and the few and not of the poor; others regard its function to prepare for teaching, for college, for the professional school rather than for business, the industrial pursuits, or general social culture.

Let me urge briefly the claims of this important department in our system for the following reasons:

1. The influence of a good high school upon other departments of education. It stands prominent before the people, its students are influential in the home and community, its ideals influence the elementary grades. Lack of attention to the high school has been a prolific source of school troubles.

2. The high schools will be the source of our supply of teachers. All persons are, more or less, influenced by imitation. Unconsciously the teacher absorbs generally the atmosphere of his own school life. In the high school, the general spirit, respect for authority, love for work, the habit of propriety in conduct, efficient discipline, correct methods of teaching and thoroughness in all things, will in a large measure shape the opinions and practice of the future teacher. The high school teacher's essential qualifications

are—scholarship, teaching ability, the teacher's spirit, professional skill and the power of getting hold of pupils.

3. The value of four years of life in a good high school under the influence of inspiring teachers and a helpful home should not be underestimated. It is a place of regular work, obedience to law, and respect for the rights of others. Aristocracy cannot thrive in its atmosphere, the civic and social virtues are its legitimate product. The importance of the high school problem is very much underestimated even by the educators of the land. In the future it will hold a prominent place in educational discussions. Retrenchment in expenses, shortening of the term, or the appointment of inefficient teachers in the high school is likely to spread to the elementary schools. I am ready to stand by the principle that we cannot have a common school system without the high school.

In the past week Dr. Harris sends out this statement:

"In twenty-five years the number of students in institutions of higher education, such as colleges and universities, has increased from 598 in a million to 1,215 in a million of inhabitants, or more than double. While in 1876 there were only 2,150 in a million working on studies preparatory to college and branches of study of an equivalent degree of advancement, in 1897 to 1898 there were 7,630 students engaged on such branches."

In eight years the number studying "Latin has increased from thirty-three and one-third per cent of the entire number of secondary students to forty-nine per cent." "The increase of the quota of the population that acquires secondary and higher education shows conclusively that, in proportion as wealth increases and the productive power of the people gains strength, the

people at large give their children better educational opportunities."

The past year has given us an unprecedented number of important educational reports. No live teacher can afford to be ignorant of the contents of those issued by authority of the National Educational Association—the reports on College Entrance Requirements, Normal Schools and the Relation of Public Libraries to Public Schools. These should be on every teacher's desk. The most wonderful educational curiosity of the age is Senator Stewart's Senate Report on the Schools of the District of Columbia. You cannot do without it. The Ohio Syllabi on Geography and Arithmetic are specially valuable.

Overwork has been the most generally discussed school subject of the year. Placing side by side Mr. Bok's Slaughter of the Innocents and Prof. Münsterburg's School Reform in the *May Atlantic* we may see the question approached from two extreme points of view. Mr. Bok has done the cause of education no harm. He has set the people to thinking, but they do not share his alarm. Prof. Münsterburg's statement of the fact that German boys at fifteen are as far along in their studies as American boys at eighteen; that German boys at eighteen are as well equipped as our American men at twenty-two, offers an interesting problem for the investigation of the conditions under which such a variety of results is obtained. I am certain of one thing—our children are not overworked on account of either the quantity or quality of the education they receive. With most children it is the habit of idleness rather than overwork that is to be feared.

When better common sense will prevail in the classification of pupils, when we shall have a rational course of study, when all teachers will have

both accurate scholarship and professional skill, when the home and society shall give the right of way to the school, our children will do more and better work with greater ease and less worry. The result will be—"Joy through achievement."

I deem it my duty on this occasion to urge upon you the claims of the Ohio Teachers' Reading Circle. There are many superintendents, principals, institute instructors, county examiners and teachers who ought to give their positive and active support to this cause. This movement, like other movements, will not run itself; some enthusiastic leaders are needed in every county to organize and carry on the work. With all its short-comings, this movement has done more to cultivate the idea of professional requirements for teaching than any other agency in the history of the state. Its success in a community depends almost entirely upon the attitude toward it of the most influential teachers. It disseminates correct principles and methods of teaching; it cultivates in its courses in literature, history and science, a sentiment for general culture; it aids in forming libraries; it furnishes a course of study for many; it affords its members a higher inspiration and a broader outlook; it aids in bringing about a real profession of teaching.

Our pupils' reading course should be made the ally of the school in every part of the state. This is emphatically

a children's age. Children are receiving attention in a way never before dreamed of. Their reading matter in the home, Sunday school, school and public library is receiving careful attention. Teachers who do not know the best books for children are unfit for their work. Dr. Harris says: "It is much more a matter of importance to get the right kind of book than to get a living teacher." Stanley Hall expresses this thought: "The reading of good books should be a part of regular school work, children should not leave school without knowing what good books are."

A thorough acquaintance and a scholarly appreciation of the best things in literature is one of the essential equipments of the teacher of the coming century. No subject has a greater claim upon him than a practical working knowledge of children's books and a well selected library. The facts, sentiments and ideals which are the result of a child's reading exert a never-dying influence not generally conceded.

If time permitted, I should be happy to touch upon a number of vital current school problems. Whatever may be our individual views on these, our hopes as to the future of the schools must ultimately center around these three essential things—the efficient, the true teacher, the intelligent co-operation of the home and the helpful influences of the social forces in our American life.

PRIMARY WORK.

BY MARY GORDON.

"Nothing useless is, or low.
Each thing in its place is best."

These lines came as a consolation to the mind of a weary primary teacher

after conducting closing exercises in her own schools, attending Children's Day exercises the following Sunday morning, and in the afternoon hearing a beautiful sermon by an orator

preacher. The first effect of that great oration was to make her own work seem little, almost petty. For a primary teacher is wont to suffer depression, a kind of reaction just after the stress and strain of the year are lifted from her.

THE LARGER VIEW OF THE PRIMARY TEACHER'S WORK.

Then came to mind those lines "Nothing useless is, or low, Each thing in its place is best," and she thought: the primary teacher should be one who sees things relatively, who places a proper valuation on "each thing in its place," one who has breadth of mind and is wide of intellect. Not one who spends half the evenings of the week at primary meetings, primary Sunday School Unions. Not one, who, when the *Outlook* comes looks first and perhaps only at the children's page. But one who, like any other cultivated woman, reads, studies, feels the current of the flow of events in this "age on ages telling."

And she repeated again those lines and realized the truth that her work though humble was just as important as that of the College President and orator. And the final effect, as it always is of a fine oration, was uplifting. She again took the larger view of the primary teacher's work.

The greatest minds have ever found keenest pleasure in companionship with children. Not by being primary teacherized, but by virtue of that universal touch that makes those of all ages companionable. How great was the pleasure Sir Walter Scott derived from his friendship with little Margery Fleming. For friendship is the true relation for children to hold with parents and teachers.

Primary teachers need ballast, balance, symmetry and common sense. Estimable women who "talk down" to

"little people" ought never to be primary teachers. I have known intelligent children from cultured homes who seemed to learn nothing during many weeks at school. Why? Because the estimable woman who presided had a plan that must be followed exactly for the time prescribed in her course of study.

And here I would say in an aside to certain superintendents who allow a primary teacher no freedom in arrangement of her work, that either he is dictating where he should not, or she is not suited to her position. For she of all others knows the auspicious "when" in the development of each child to present the proper work.

Teachers who assume that children know nothing when they enter school make a mistake. They remind one of the young newspaper man sent to interview the Chinaman proprietor of a tea store on what he thought about Chinamen voting. The young reporter went inside the tea store, took out his note book and thus addressed the proprietor: "John, how? Me—me—Telegraph. John! Newspaper—savoy, John? Newspaper—print things. Unistan? Me want know what John think about Chinaman vote, see? What John think—Chinaman—vote all same Melican man? Savvy, John? Vote? What think?

The Chinaman listened to him with profound gravity until he had finished and replied:

"The question of granting the right of suffrage to Chinese citizens who have come to the United States with the avowed intention of making this country their permanent home is one that has occupied the attention of thoughtful men of all parties for years, and it may become in time one of paramount importance. At present, however, it seems to me, there is no exigency requiring an expression of opin-

ion from me upon this subject. You will please excuse me."

The young reporter went outside and leaned against a lamppost to rest and recover from a sudden faintness that had taken possession of him. His superior had purposely "steered him against" one of the best educated Chinamen in the United States.

Children often give us just as startling surprises.

CHIEF AIMS OF PRIMARY WORK.

Our material—the children. The Primary teacher should be conservative, progressive and self-reliant.

"Be not the first by whom the new is tried, nor yet the last to lay the old aside", is good advice for the primary teacher provided she recognizes its limitations and adaptations.

Childhood and human nature are ever the same in those universal attributes recognized by those writers whose writings are from all time, and have what we call the universal touch. But the times change, and as children even more than adults, are the product of environment, so methods of work with young children must change, have changed, are changing.

Experience is often better than theory, and yet that was an absurd answer given by an eminent college professor who, when a student presented a most sensible request, answered "yes, I see the reasonableness of your request, but we can't grant it because there is no precedent for it."

Here Emerson teaches us to use our own judgment when he says: "Great works of art have no more affecting lesson for us than this, they teach us to abide by our spontaneous impression."

The worker must ever adapt his work to his material, especially when that material is human. The ideals must not be lowered, but children must be met where they are. We should self-

reliantly meet the requirements of the day, as Emerson tells us: "Speak what you think today in words as hard as cannon balls, and tomorrow speak what tomorrow thinks in hard words again, though it contradicts everything you said today. Else, tomorrow a stranger will say with masterly good sense precisely what we have thought and felt all the time, and we shall be forced to take with shame our own opinion from another."

A primary teacher must be hopeful of her material. We of course prefer children of great mental endowment, obedient, industrious, healthy, interested and interesting, regular in attendance at school, in short ideal children.

OUR MATERIAL.

We receive all sorts of children from all sorts of homes:

The blasé, pampered at home and kindergarten; the overestimated at home and kindergarten; the dull and precocious; the immature and the prematurely old; those with small mental endowment and bad tendencies, and the dully good; the true little embryo student and the so-called average child, which being interpreted generally means the most promising all-around child.

And there is in every child that individuality that is as marked as in adults, and in every little one something lovable, and in each a promise. It is the promise that makes us hopeful. With Longfellow we feel:

"O child! O new-born denizen
Of life's great city! On thy head
The glory of the morn is shed,
Like a celestial benison!
Here at the portal thou dost stand.
And with thy little hand
Thou openest the mysterious gate
Into the future's undiscovered land.

By what astrology of fear or hope
Dare I to cast thy horoscope!

* * * For thou shalt learn
The wisdom early to discern
True beauty in utility;
As great Pythagoras of yore,
Standing beside the blacksmith's door,
And hearing the hammers, as they
smote
The anvils with a different note,
Stole from the varying tones, that hung
Vibrant on every iron tongue,
The secret of the sounding wire,
And formed the seven-chorded lyre."

Neither the home nor the kindergarten is a school, but both should prepare children for primary school life and work.

If a child comes from a kindergarten with no relish for work and a repugnance for self-effort, then the kindergarten has not been a good one. Nothing so unfits a child for school work as does a poor kindergarten.

Primary work is very plain work from some points of view. Even though of these children it is so often quoted:

"Ye are better than all the ballads that
ever were sung or said,
For ye are the living poems, and all
the rest are dead."

Yet being human and given at times to weariness of the flesh if not of the soul, there are times when the primary teacher would fain be hearing a more soothing and restful ballad, "even an hymn."

For no one knows as she knows what alive, aye, painfully alive poems some of these living poems are.

Still primary teaching is much more than a matter of scissors, colored papers, and doing with the hands. Do we not believe in manual training, in education by doing? Yes, but in doing what? Doing something with the hands only, or something with the head?

"Words and deeds are quite different modes of the divine energy. Words are

also actions, and actions are a kind of words."

I have seen a room full of primary children, sitting in position, filling their slates or paper with writing like copper plate, but their faces as expressionless as dough. There was no mental awakening, no power of expression developed.

But the writing supervisor brought all visitors to see this wonderful school, and thus a premium was set on dulling repetition.

The mechanical teacher asks, "Must not children learn to write?"

Certainly yes, but they should not spend hours in stultifying drill. Some mechanical drill and much repetition there must be.

As in a musical education scale drill, finger exercises must precede the sonata and fugue, but during both the real teacher will be awakening the brain of the pupil. The finest artist mixes his colors with brains.

It is much easier to drill children than to awaken them mentally. The primary teacher should give much more thought to the what to teach and to the why we teach it than to how to teach it.

For as Sarah Arnold, that most helpful of writers, says, "The aims determine the method. A clear understanding of the why definitely shapes the how."

Too much attention to method makes a teacher self-conscious and artificial.

To the small mind and the untrained mentality the tools with which a thing is done and the methods used, overshadow the results to be gained.

There is more danger that the primary teacher lay too much stress on method than there is with any other teacher.

True teaching has the best methods, but like the finest singing, the finest

manners, the finest writing, it is "art concealed by art."

Edward Everett Hale says of Lowell, "It seemed to him almost of course that if a man knew what he wanted to say he should be able to say it."

One wishes that this unconsciousness of method could work itself into the minds of literary men more often and more thoroughly.

It is as true in literature as it is in teaching and everything else, that the life is more than meat, and the body than raiment.

CHIEF AIM OF THE WORK OF THE PRIMARY YEARS — HOW TO DO THAT WORK.

The chief aim of the work of the primary years is to generate power, to enlarge the child's mind, to increase his general intelligence, to train and strengthen his powers of perception, to teach him to think and read so that as he goes on he is keen-eyed and eager for more; to cultivate the power of expression, to teach him to use and love books.

A student of books becomes a student of all subjects. How are we to accomplish this great work? Both by *doing* and by *being*.

We must arouse interest, keep up interest, reach the heart, through the heart the brain, the will and the intellectual appetite aroused will carry the young student on and on.

There is so much sentimental gush over reaching the heart, gaining the love of children, that one almost fears to use the expression. But all good things are abused and we know that though

"The mind has a thousand eyes,
The heart but one;
Yet the light of a whole life dies
When love is done."

that love is the universal language.

PRIMARY WORK REQUIRES A DISCIPLINARIAN, IN THAT SHE TEACHES THE CHILDREN TO WORK.

Sometimes the primary years constitute the entire school life of some children. Then the question of what is best to give the child is a doubly important one, and those who decide it should, as Drummond says,

"Hold things in their proportion."

"Who makes a child happy now, makes him happy twenty years afterwards by the memory of it," and I hold it to be the highest duty and privilege of parents and teachers to give every child a happy childhood.

The primary teacher should be able to make a sharp distinction between work and play. A child is not old enough to come to school until he can be taught to do school work. "Work while you work, and play while you play," is a good sentiment for a primary school. The so-called kindergarten play-spirit, which assumes that work is bitter medicine that must be hidden in the jelly of play, starts a child on a wrong basis, gives him at the start a wrong conception of work, and of the requirements of after life.

Children may be kept swinging on the gate of sense when they are fully prepared to make easy and fruitful excursions into the garden of thought, says Doctor White.

There is no excellence without labor, is an old-fashioned school motto that the play-spirit of one wing of our modern primary school workers is trying to crowd out, but it is eternally true and must be remembered if our children are to become imbued with right ideas at the start.

The remarkable energy of our next Vice President, whose nomination aroused such great enthusiasm at Philadelphia last week, is largely due to his early training in real work. His

father believed in impressing his son with the true importance and dignity of labor, and Roosevelt practices to-day what his parents taught him, and with his characteristic good sense passes it on to his own children.

The understanding primary teacher encourages the crudest effort. She does not place a false estimate on results, but gradually establishes an ideal in the child's mind.

Very frequently the mothers of children from kindergartens bring with them the books the little ones have made. These contain most intricate and beautiful cuttings, pastings and weavings, and perfect neatness.

When we in primary school give our first lesson in manual work, one in paper-folding, or cutting and pasting, these children are often slower, do more awkward work, and do more smearing than those children who have never had such a lesson before.

Remember, I don't object to these kindergarten books, but I do object to the child and the parents thinking that he, the child, did it. It gives him the spirit of the "Betty-and-me-killed-the-bear-man," with Betty left out.

PATIENCE, HOPEFULNESS.

The primary teacher is a woman of infinite patience; not one who is merely good natured. There is a vast difference between patience and weak amiability. Let patience have her perfect work, should be her daily text.

It is the woman of real patience who successfully teaches those children who are not the sort that the enthusiastic young teacher expects to find ready, like young robins, to take the worms of learning into open, mental mouths.

A minister (a shallow man), after a long visit to a primary school, remarked to the teacher at leaving, "You have my sincere pity." The teacher had just accomplished a fine bit of teach-

ing in getting a point from a very stupid boy.

For, Colonel Parker to the contrary notwithstanding, there are both stupid and vicious little children.

The primary teacher doesn't need pity as much as does the minister.

It may be true that "While yet the lamp of life doth burn, the vilest sinner may return," but it is more true that "While there's youth there's hope."

"Ephraim is joined to his idols, let him alone," may be a text for the minister but not for the teacher, especially one who has lived long enough to see the apparently dull, stolid child; the child of seemingly meagre mental endowment come out in life's work ahead of those who promised so much as children.

The primary teacher is a woman of tact. Tact with grown people as well as with children. Tact is the result of understanding human nature. "Tact is a gift, it is likewise a grace. As a gift it may or may not have fallen to our share; as a grace we are bound either to possess it or to acquire it."

Really great people, however wide their learning, never lose interest in people, since they feel that "the greatest study of mankind is man."

She is given to hospitality and hence has good manners. She knows how to receive all classes of visitors, especially the children's parents, in such a manner that they always desire to come again; so that the illiterate and cultured are equally interested in the children's work.

Wisely spoke the sage who said: "Example is far more than precept. It is instruction in action." Children learn more from observing the manners of mother and teacher, than from all the formal lessons on manners.

Have you ever visited schools and homes where children took advantage of your presence? Where the embar-

assed teacher or mother in apologizing said, "I never knew them to act so."

The reasons for these uprisings are the same in both places; a lack of disciplinary power and a lack of tact; a lack of that ease of manner that is the result of the spirit of hospitality.

Does the teacher ever change her program, disregard the time table for visitors? Yes.

How much and why? Enough to bring in those exercises that she feels will most interest her visitors. She can bring in the omitted lesson afterward.

Her children are taught to rise above interruptions. They do not "show off" but are imbued with the teacher's hospitable spirit that we should give a guest our best. She keeps a close relation between home and school. She is willing to learn of the parents. She magnifies the parents to the children and the children's duty toward them.

The primary teacher does not neglect the physical or the mechanical side of the child's education. She trains him in punctuality, persistence, stick-to-it-iveness, as preparing for the business of life. While not treating tardiness as a crime, yet she aims to have him see what inconvenience and loss of time it causes.

She is both an idealist and a materialist. She looks after the health of the children at school and uses her influence and knowledge to have equal common sense exercised in his behalf at home. She discovers that the child who is so languid, often sick during the morning session, has eaten no breakfast. She sees the mother; she suggests to her the little plan of enticing the child into the fresh air before breakfast. She refers her to or sends her some good book, or articles such as Christine Terhune Herrick on *The Care and Food of Children in Health.*

WINS LOVE AND RESPECT OF CHILDREN AND PARENTS.

She wins the love and respect of the children, and the respect and confidence of their parents.

"I love God and little children and they love me," said a sentimental Sunday School worker after a practical teacher had enumerated her idea of the qualifications of a primary teacher. A person may do both and yet be utterly unable to manage children and utterly unsuited to be a primary teacher. A true primary teacher does both, but she does something more.

That is an old fallacy that the instincts of dogs and little children are infallible. The worst criminals have had dogs so faithful to them as to die of grief at their loss.

Children don't know what is best for them. They easily love the one who indulges them. Self-government for children she believes to be a fallacy. While remembering Plato's words, "Self-conquest is the greatest of victories," she keeps her hand on the rudder while allowing, encouraging and helping the child toward self-government.

It takes a life time to learn self-government. Parents and teachers are placed over children to lead them, to help them toward self-government. From infancy she believes in giving a child a reason for a requirement, in not asking for blind obedience, in treating children as reasonable little beings. Just as liberty is not license, so childish happiness is not indulgence and pampering.

NATURE TEACHER.

The true primary teacher is able to awaken children to the facts and beauties of nature without the use of pedagogical fireworks and brass bands. She realizes that children as well as adults are more blasé, or have more varied

interests than ever before. She yet believes interest to be the key note of successful teaching; but she can distinguish between amusing children and interesting them. In her nature teaching she is an illuminator rather than a scientist, though she is well informed in natural science and is constantly adding to her mental stock. One who puts into her pupils that spirit:

"I would not enter on my list of friends the man who needlessly sets foot upon a worm."

She believes that "It is better to inspire the heart with a noble sentiment than to teach a truth of science." But she does both. Those children who, after having a lesson on the ant, passed into the yard and found a number of new ant hills in their path, stepped carefully aside, even though they broke ranks, had caught the spirit of a real nature lesson, even if some had forgotten how many legs an ant had.

She believes that the truths of nature are in themselves sufficiently wonderful, interesting, even new to little children, to be given them straight, to be simply brought to them, or the children led to nature. She doesn't personify and mystify till her children are mystified in the mist of her allegories. She does not tell stories of the discontented tree, bird and daisy, each wishing to be something else, but rather teaches the wonderful adaptations of nature. The toad, not Mr. Toad, changes his skin, not his coat. She does not say Mr. Wind, Mr. Sun, Mother Nature, but speaks of God's world, the wonders and the forces of nature. She leads the child to feel in a childish way that "all are but parts of one stupendous whole, whose body nature is, and God the soul."

She is one who says in her manner of teaching, as was said to Agassiz: "Here is a story book thy Father has written for thee." She is one who will

put a child so in sympathy and love with nature that to him as to Agassiz she will "sing him night and day the rhymes of the universe."

I have heard a very effective climax reached in a lecture to teachers on the use of myths and allegories for conveying nature's truths to children by quoting of "The Great Teacher":

"And without a parable spake he not unto them." But we must remember that he was not teaching children. And, besides, he used as conveyancers of his truths facts and phenomena that were known and were perfectly familiar to his adult hearers.

Two Sunday-schools were carefully questioned after the parable of the sower had been the lesson elaborately taught by a specialist in organized, I had almost spelled it agonized, Sunday-school work; taught with all the paraphernalia of objects that the lesson could suggest. A box of dirt, seeds of numerous kinds, fruits, grain in every stage of growth, a black-board drawing of a field, a little toy man thumb-tacked on this field to represent a sower. And the children, with the exception of one little girl, had no more idea of the point of the lesson than if it had never been taught them. (I wish I had time to give some of the answers.)

When this little girl was asked where she had learned her answer, she said "My mother 'splained it to me before I came."

The mother was not a progressive club woman, but a widowed seamstress who had come to the city to educate her child, and it was evident that she was doing her part of the educating.

If our day and normal school primary teaching is responsible for the so-called normal methods now advocated by many Sunday-school workers, then much primary work has been wonderfully show-off work, or the Sunday-

school people have misinterpreted it. As much spiritual truth as children can imbibe can be given pretty straight.

Doesn't the true primary teacher believe in the educational doctrine of through the eye to the mind? Yes, but she believes in being sure, first, that what is intended to reach the mind is suitable food for it, and second that the mind, and not the eye alone, is held.

The primary teacher is natural, doesn't smile when there is nothing to smile about; never uses the professional smile, what Edward Eggleston describes as the galvanized smile that doesn't reach the eyes, but breaks on a rock-bound coast of cheek bone. Ministers might make a note of this. I saw a minister lately smile thus when he finished an anecdote with "and they were all drowned." (Smile.)

ART TEACHER.

The real primary teacher is an art connoisseur, in that she knows, both intuitively and through true child study, what pictures and statuary are suited to serve the best educational purposes to children.

She may not have spent three months in Europe. She may not read papers before clubs on "The Effects of Art Environment on the Masses." She may not talk impressively of atmosphere, feeling, treatment, perspective, light and shade, pigments, the growing-on-you power of this picture, the key-note of the color scheme of that, the warm or cold tone, et cetera.

She considers that the tone of the teacher is more important than the tone of the walls, and the scheme of her teaching than the color scheme of her decorations. Both are important.

She does not think the winged victory, Venus de Milo and the Parthenon Frieze to be "silent teachers" of little children.

She is a teacher of art when she possesses that power of selection that brings the right pictures to the children, and the children to the pictures, in the right way.

PRIMARY TEACHER A READER, A LITERATEUR.

The true primary teacher needs and has as much literary knowledge and culture as has the grammar and high school teacher; and in addition the power of selecting for immature minds.

She is able to see from the child's point of view, and the adult's at the same time, both through her own childhood, and through having carefully studied and observed children. (There is no need to remark here that some of us show remarkable memories. I leave that for some one else.)

She is a literary connoisseur in that she knows what literature is best suited to her children. She knows here, too, that the age of the child should not be the only guide in selecting, but rather mental development.

She sympathizes with his aspirations and yet can see the incongruities and absurdities of his combinations, as did that prince of writers for children, Robert Louis Stevenson, when he said:

"When I am grown to man's estate,
I shall be very proud and great;
And tell the other girls and boys
Not to meddle with my toys."

She leads him on in his aspirations to be great, his early desire for power, leads him to see it is to be good and true, and she ignores the childish incongruity.

Paul, that master mind of the New Testament, struck the pedagogical note in this utterance: "When I was a child I spake as a child, I understood as a child. But when I became a man I put away childish things."

She appreciates the difference between writings for children and writings about children, from the grown-up point of view. She sees that while Riley, Field, Kipling and Stevenson all show a remarkable insight into childish minds and hearts, that Field's anecdotal poems are not suited for first and second year children. She knows that there is something best for every stage of the child's life, from Mother Goose to Shakespeare.

She doesn't give a child a masterpiece until he can, as it were, take it in the original. Most writings lose in the translation. A masterpiece chopped up, hashed, is a masterpiece ruined. She doesn't give it to children until she can lead them to feel the beauty of the sounding periods and the flow of rhythm.

Haven't you grieved over the mincing of *Hiawatha*?

Children should be given only those writings that they can make an expression of themselves.

POWER OF SELECTION.

The same rule applies in the selection of pictures for young children as applies to their literature. The same kind of mistakes are made. Certain writings and pictures have that universal application that even young children catch something from them, while others appeal only to maturity and are therefore unsuited to give to children, and undeveloping for them.

Because Longfellow is called the children's poet, the true primary teacher does not think that all he wrote can be profitably presented to children. The *Bridge*, *My Lost Youth*, the *Sonnet on Youth and Age*, appeal only to maturity.

Sometimes, when observing these things, she is led to paraphrase Madame Roland, and exclaim, Oh, Nature Study! Oh, Child Study! Oh, Art!

Oh, Literature! What absurdities, what crimes against childhood are committed in thy name!

A READER. AN INTERPRETER.

"To cultivate expression is to cultivate mind." The true primary teacher is a reader in that she is an interpreter; an elocutionist in its best sense. She believes that it would be well for all teachers to take a course in literary interpretation and in voice culture. In voice culture, both for her physical improvement and for the pleasure she can give by possessing a pleasing voice. A cultivated voice is a great power. Hamilton Mabie in a recent article regrets the dearth of good readers coming from our schools. He truly says "you can inspire a love for reading certain things oftener by a beautiful rendering than by any other means."

That poetry is rhythm, music, and should be read as such, was also advocated by Tennyson. A child feels a poem thus read, even when all is not understood, and the vague feelings of pleasure aroused affect him as does music.

A little six-year old, after listening with soul-lit face to a poem, when asked "what is poetry?" answered "poetry is reading that is like a song." And I have never heard a better definition.

"And lend to the rhythm of the poet,
The beauty of thy voice."

The true primary teacher believes that the story-telling craze, and the sight reading hobby are passing into their proper places. She believes with Kate Douglas Wiggin, that the primary teacher, as well as the Kindergarten, should be that prince among children, a story-teller. She believes it's quite possible to speak eloquently and elegantly, but at the same time, simply, she believes that the primary teacher should possess that command

of language of which Emerson says, "I believe it to be true that when any orator rises in his thought, he descends in his language, that is, comes down to a language level with the ear of all his audience."

But, at the same time, knowing that the best writers, those who know children, now, more than was ever the case before, write for them, she believes that it is oftenest best to read to children thus leading them to see that the beautiful stories she gives them come from books, and thus using these stories as an incentive to self-effort on their part, to awaken a desire on the part of the child to read for himself. She thinks it is presumptuous to retell something written by a master of the art of writing for children.

ACKNOWLEDGES THE GOOD WORK OF OTHERS.

It is a weakness in many teachers, and among women teachers especially does this weakness exist, that they seem to be strangely blind to good things said or done by another woman in their very own line of work. The high school teacher may praise the primary teacher, but not her fellow high school teacher.

Fields are green afar off, and there are teachers who will speak enthusiastically of a fellow worker in a far state, but who preserve that silence that is sometimes not golden when their neighbor in the same grade is spoken of. That there are such is true; 'tis true 'tis pity; and pity 'tis 'tis true.

The true primary teacher has not this weakness. She sees and gladly acknowledges her neighbor's good work. When she visits a school whose teacher has made herself a good name and a little fame or when she reads what this teacher from her own experience says, she doesn't say "there's nothing new here; it is all just what I am doing."

Instead, she expresses her pleasure in finding this successful teacher working on the same lines she has been following.

The true primary teacher attunes her life to the sentiment, "I expect to pass through this world but once. Any good thing, therefore, that I can do, or any kindness I can show to any fellow teacher, let me do it now—for I shall not pass this way again."

And to her visiting teachers gives of her best in methods and material.

One might after considering these qualities of a true primary teacher, be discouraged and exclaim, "What am I that I should attempt to do this work?"

But comparisons, though said to be odious, are also great consolers in these moments of despondency.

So, let us look around us. "And they, measuring themselves by themselves, and comparing themselves with themselves, are not wise" was not spoken of primary teachers.

Since we have long accepted as truth

"Whoever thinks a perfect man to see
Thinks what ne'er was, nor is, nor e'er
shall be,"

Then why not console with

"Whoever thinks a perfect primary
teacher to see,
Thinks what ne'er was, nor is, nor e'er
shall be?"

In writing a further category of what she is, one sees anew that there is but a step from the sublime, if not to the ridiculous, to the so-called common place.

For she is a nursery maid and a teacher, a humorist and an idealist, an emergency hospital nurse, an interpreter, and, though she may have never left her own state, a discoverer, the one who has made that greatest of all discoveries, the way to the heart of a child."

The true primary teacher says, "Though I speak with the tongues of men and of angels, and have not love, I am become as sounding brass, or a tinkling cymbal."

And though I have much learning, and have read all text books on psychology and pedagogy; and though I have all knowledge of laboratory child-study, so that I can catalogue, classify, and tabulate all children, and have not a sympathetic understanding of children, I am nothing as a primary teacher.

And though I give all my time to study, and though I give my body no rest from professional labors, and have not a sympathetic, personal, loving understanding of children, and cannot adapt my knowledge to their immature minds, it profiteth me nothing as a primary teacher.

She says of *her* teaching as Paul said of *his* preaching—"Yet I had rather speak five words with my understanding, that by my voice I might teach others also, than ten thousand words in an unknown tongue."

And though I am a member of the Herbartian Society, am secretary of the Froebel Club, treasurer of the Mothers' Club, a member of the Ohio Teachers' Reading Circle, of the Ohio State Teachers' Association, of the National Educational Association, am president of the Primary Sunday School Union, superintendent of the Primary Sunday School, and am on the executive committee of the Child Study Club, and have not a genuine, sympathetic, loving understanding of children, I am not a primary teacher.

STAGES IN MORAL CULTURE.

BY R. G. BOONE.

Purposed culture of whatever kind rests upon growth. If there be well-defined stages of growth, there must be equally well-defined stages of culture.

The physical training of the child differs not more from the physical training of the adult, than does the spiritual nurture of the one differ from that of the other. Functions are modified as organisms mature. Alike in kind they may change in intensiveness or extensiveness, or both; or, along with great changes of the organs, there may be a change in the very quality of the function. The growth may be periodic or gradual; it may be rapid or slow; it may be arrested for years, and then converge the forces of maturing into a season. But whatever the conditions, a rational system of training will

suit itself to the changing life. Moral culture also rests upon moral growth; and the stages of moral culture will be conditioned by the insight which teachers have into the natural moralizing process incident to the child's maturing.

Naturally, therefore, if this view be correct, the first inquiry for the purposes of a paper on the "Stages of Moral Culture," will be concerning the Natural history of moral growth. How has the race come to its maturity, respecting moral judgments and choices and behavior? What are the steps, in the individual's ascent to higher planes of conduct? How does right look to a child? or to a youth? or an adult? What are the successive standards by which the normal individual measures his life on the plane of morality? Are

there such standards, so generally recognized as to justify generalization? Is there a succession of such standards? If the answer to these and similar questions be an affirmative one, how is it made to avail with the teacher? Are children so much alike that rules may be made for them in groups and imposed upon all? If not, and their guidance by the teacher must be individual, may the principle still apply that the cultivation of a right moral sense in each child is conditioned by one's diagnosis of the passing moral condition? Can moral culture be made intelligent and fairly certain of results, as is physical training, or intellectual training, or manual training? If not equally rational and equally predictive, may it not be more purposeful and effective than it generally now is?

STAGES IN MORAL GROWTH.

Without any attempt to state a theological truth, or even a philosophical fact, one may safely hold, speaking pedagogically, that right in the sense in which the child's experience touches it, is a merely relative matter. To no child, no normally developed child, even the most conscientious one, does right have the same meaning as obtains with the average adult. For no two successive periods in the child's development does it bear the same meaning. The common moral qualities, such, for example, as right and good and honesty and industry and gentleness and consideration and truth-speaking and obedience and patience and courtesy and sincerity, as these appear in the adult codes, must be learned. They have native antecedents in even the youngest child, but no real forms. They exist potentially but not actually.

The little one's first interpretations of any one of them is crude, measured by our standards, but doubtless as valid in the light of his experiences as are

yours or mine. They are sacred and quite as much to be respected. They are not perverse, but initial. The natural history of the moral sense is interesting, and should be helpful to every teacher. Your attention is invited to one statement of it, and to certain reflections upon it.

THE SELFISH PHASE.

The primary form of all moral judgments has reference to the individual bias; right to the child first, is what he wants to do. To himself, physiologically and socially and intellectually and emotionally, the little one is the center of things. All forces exist for him. Biologically this is the law of his preservation. Paternity and maternity realize their purpose in him and in his welfare. Enveloping interests converge in him. His wants condition home and school. From his point of view all nature is centripetal and he is the center. Others should live for him. What others have he may desire and insist upon having. What he wants, and has been so freely and generally granted, he comes to think right. What he finds himself needing is his standard of a good. What he does not want is a bad. What he covets cannot be wrong. To know what he desires and to strive to obtain it is a right act. Success means having one's desire; failure means hindrance and thwarting and crossing of purposes.

Now this, I take it, is not so much a low plane as a first plane. It is a necessary first rung in the ladder which he is to build. All subsequent stages in the development of the moral sense are vague and aimless and weak to the degree that this first phase is appreciably elided or badly nourished or undirected or misdirected. No conduct can with reason be called moral that does not start from within. The will-full child is the natural soil out of which must,

in time, **grow** the child of right moral will, far seeing and guided by a sense of duty.

THE AUTHORITY PHASE.

But the child is one of many. His will or wish is met by other wills and wishes as insistent as his own. He cannot live an isolated life. His limited experience is brought to face, not only other similar experiences, but persons of larger experience, and more far-seeing, and better able to judge and plan, and bring results to pass. The following out of his personal preference or whim or selfish purpose sometimes results in defeat, more often in settled opposition, the wish of one set over against the wish of another, possibly personal danger or injury. To accomplish his purposes in any sort of satisfactory way means a compromise. He comes to do some things as he is told. Right becomes what authority requires. It is no longer, certainly not chiefly, what he wants, but what he must do. His cue is found without and assented to by himself. He learns to obey. Obedience is right, primarily because it is expedient. Conduct is no longer centrally initiated but accepted. The crookedness and uncertainty of his individual view is corrected by the richer experience of those in place to command. Through obedience he finds himself saved from mistakes into which his more selfish wants would have thrust him. As he learns to respect this authority, he learns also to accept it freely and conform his conduct to its requirements. His endorsement of it makes his conduct moral or good. Right becomes what he is held to do by an external wisdom greater than his own. He has begun to learn the meaning of law, and conventional order, and obligation, and obedience, and concession, and the subordination of self to other selves, that the self may be exalted. He broadens his own life

by so much as he has domesticated the opinions of knowing ones in his daily behavior. Their eyes and hearts and wills reinforce his own. Right is couched in law and obedience to authority. Right is what he must do.

THE EXAMPLE PHASE.

But no child lives many years without learning that what is required of him by those in authority over him, and by the actual practice of these same persons, and of those in authority over others, and of adults acting for themselves only, do not **apparently** agree. The code of requirements is in no sense uniform among even intelligent parents and teachers and preachers, and civic organizations and systems of philosophy. To the child this must present only confusion. He is not blind to these contradictions, or deaf to the numerous discords. He must use his own judgment. He begins to do in matters thought to be more vital to himself, as he finds those about him doing. Authority counts for relatively less, and the standard of conduct prevalent among those of his social set for relatively more. He becomes sensitive to public opinion as expressed in behavior, in manners and language and business ethics; in church connections and attendance; in parental discipline and school requirements.

He easily does right if the associations are favoring; and just as easily falls into rudeness and obstinacy, if his surroundings are rude and obstinate. This is the period in the boy's life when he begins to question the wisdom or justice of home prohibitions and the school rules and the Church's influence and the Sabbath obstruction, and follows, not the once respected instructions of a revered mother or teacher or loved friend, but the habit of his companions. This is not an unmixed evil. Indeed it is the germ of most that is

best, in the higher moral growth. The child must come to think for himself and act for himself. Otherwise his act, however fruitful of good is, at best, a non-moral act. In breaking away from dependence upon parental guidance he may choose a worse guidance, but he chooses; and the teacher is interested to see that in his disposition to choose, and in his evident ability to enforce a choice, there is some reason for hoping that the child may be led to choose aright. It is a perilous step, but a step that must be taken. It is not wholesome that youth should be made disciples or satellites of any one, however good. Their virtue must be original and initial. And this acceptance by a child of the common morality of his time as a standard for his life is a step upward. The provincial habit and estimates of a group, correct the biases of the individual, and the average child has gained in power for moral choice, by substituting a faith in the moral judgments of the many, including his parents, teachers, etc., for his own narrower though more ingenuous faith in parent or teacher only. It is an encouraging sign of healthy growth when a boy has learned to respect the opinions and experience of the local public that is his larger self. He now becomes careful of his language, his dress, his conventional intercourse, his reputation. If he be wayward, or viciously inclined, even, he is saved from otherwise possible extremes out of respect for, or fear of this public sentiment. Right, to a child, comes in time, to be what people about him do and justify.

THE UTILITY PHASE.

But to do as other people do may bring neither peace within nor success without. Some people can do, not only with impunity, but with profit, what I find I cannot afford to do. I

am advantaged sometimes by following authority, sometimes by breaking with it. So I find it profitable upon occasion to do as Rome does. What I can afford to do, what is profitable, what I can make serviceable to me; this must be right. "What doth it profit a man if he gain the whole world, but lose his own soul," is a fine use of this utility argument. It was intelligible and effective when first uttered; it has proved so since to every individual, at some time, in his life of reflection and orderly living. This again is a step forward. The child in breaking away from parental restraint often chooses companions badly and fares worse. But the choice is his, and if made with good intentions, fits him for making other choices, some of which may be better. So he who sets up for himself a standard of conduct, choosing among his associates, excluding what does not serve his purpose, and using what can be made to contribute to his happiness or success, is growing toward grace, albeit it may not be apparent that he is growing in grace. In his living, he craves results; results that seem to him worth while; remote or nearer fruits of his doing that he can respect. Right is what pays. All childhood, at certain stages, is utilitarian. Many of us never, perhaps, get beyond this stage. It is a period well known in the schools. The old time sermons preached it, "Honesty is the best policy" expresses the same thought.

The virtue of it all from the point of view of the schools is that the child is making progress in his ability to pass judgment upon measures that affect himself. Conduct to do right must bring the doer some advantage. At first probably, this will be a temporary advantage; it may be even transient, while leaving disagreeable consequences. Not all seeming profit is clear profit. Much of it bears a fringe of disappointment; sometimes regret.

But the principle seems sound,—for undeveloped stages of life eminently so. In the natural history of the moral sense this is a rung well up the ladder. The advantages striven after will in time come to be the less direct and more permanent ones; less narrowly selfish and more generic, for the community, or one's family, or one's school, or one's class, or one's country, or one's nation. As based upon this principle may be cited class spirit in schools and colleges, family pride, social groupings, national and local patriotism, church affinities and ancestral honors. An early form of this utility sense is that, what is useful to me must be useful to my family, my school, my companions; the later form but a very natural development, is that, what is useful to my family, my school, my companions, is useful, must be useful to me. She is the wise teacher who knows how to credit the child's sense of fairness, and personal right, and native claims, without surrendering any self-respect or exercise of authority. Right to the child has come to be what pays, now narrowly and locally; now broadly and to permanent ends of good.

THE HISTORIC PHASE.

The character of the next stage in the growth of the moral sense has already been hinted at in the preceding paragraph. From taking that to be right which one wants, through counting that right which authority prescribes, or later that which one's companions follow, or that which is found to pay, or is worth while, the way has been prepared for seeing that, in a higher sense that which has survived in the race is alone, worth while. Right is what the experience of the race affirms. In the common order that which is most fit survives. The standards of conduct that have been found valid endure. Much of all that the race has be-

lieved and taught and lived and fought for and erected into institutions and often elaborate ceremonies, has been left behind in ruins. But something survives.

This must be deserving of honor and a following. Right for me also, must be the heart of the race's teachings of the good in conduct and belief. Hence the emphasis put, in the schools, upon history and biography, the growth and refinements of art, and the regenerations of labor, the humanizing of governments, and the tempering of savage passions, and the multiplication of human comforts. Through watching the race grow, and following the forces that have made for civilization, there is more than a hint of the way in which the individual must grow and of the forces which make for his maturing. In the lessons of the world's or the nation's literature, in the development of the fine arts, in the ebb and flow of industrial invention, in the growth of personal and institutional freedom, in the softening of creeds and their concreting in human life, in the spread of intelligence and skill, arise ideals of life, for both the present following, and for future attainment, that give form to both character and conduct. Right to the youth comes to be what has justified itself in the struggles and achievements and regenerations of the race. This may not be the highest standard, but it points in the right direction. It gives hope for the future. The notion of the good grows by what it feeds upon. In history and literature and the arts is to be found the raw material of the race's struggle upward. Not all the ideals have been realized. It is evident that not all of them would have been safe. Some of them have been realized, and some have proved themselves safe. The youth's notion of the right has arisen to the plane of the race's notion of the right. His personal equation of error is slowly correct-

ed by comparison with the net results of the race's movements. Right is, not what the race has taught, but what, upon the whole, the race teaches. The trend is, for the most part, upward. It is inviting and re-assuring. The schools can well afford to make much of these humanities in the effort to educate the successive generations.

In addition to what has been said, there are some rather unclassifiable reflections that seek utterance, touching these stages in moral growth, and the corresponding stages in moral culture.

First, the great change that has taken place in this unfolding of the moral sense is found in this, that the moral judgment is increasingly the child's own, and is not imposed upon him from without. The interpretations are more and more his own, and are less often mere imitations or borrowed estimates.

Second, the ends sought as good are further removed in time, and become less narrowly personal and local. Purposes look to a distant and permanent good rather than to a present and transient. The child learns to sacrifice immediate and sensuous pleasures in the interest of future and spiritual ones. Through forgetting the passing whim or impulse, he becomes more of a person and less of an individual. His life approaches direction by a principle rather than by passion. Every stage characterized is a step in this movement away from dependence upon the fleeting and sensuous and local, toward the permanent and ideal and final. Right has taken on qualities that are vital and universal.

Third, it need scarcely be said that the transformation of standards and the accompanying or resulting conduct is altogether unconscious to the child; but should be somewhat obvious to the teacher. Not too much should be ex-

pected of the child on any of these planes. Fairness of treatment requires that the child be first regarded as a child, entitled to respect for what he is and can do, not made responsible for what somebody else is, or has done. An important corollary to all this is the requirement that all moral culture must, per force, be individual. The treatment, aid given, counsel, reproof, privileges, and restraints must be suited to the individual's stage of development. (It may be safely added that this obligation rests equally upon the culturing of the understanding. The laws of both growth and culture of the two are not contradictory or parallel even, but identical.)

As growing out of item three, it must be apparent that the purposeful training by the school for children upon any one of these planes should seek to raise them from this to the next higher plane. Instruction or direction must be suited to the particular stage of moral growth reached by them, but at the same time be of the character to fit them for a higher stage. The child must feel that he is being fairly treated according to his maturity; the teacher must see to it that the treatment is such as to invite him to finer discriminations of right, and to more uniformly good conduct after maturer standards. Moral culture, as all other forms of culture, must be inviting, forward moving, up-lifting, regenerative, refining. At its best, it is accompanied by a flux of spiritual forces that are not so much to be stimulated, as directed; not given an artificial form, but followed and honored in their natural tendencies.

Moral culture is meaningful and sane only when it coincides with the great natural history movements whose racial melodies in the individual are heard and rightly interpreted.

COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH.

BY J. V. DENNEY.

There is no need for me to argue with this audience, in favor of more time for English in the high schools of Ohio. If in any school there is not enough English, I realize that it is probably because of some practical reason of local character. Perhaps the course is overcrowded and the present corps of teachers are able to do other things better. I note with satisfaction that every time a school program is re-adjusted in Ohio, English is given a larger share of school time, and I am sure that it is rapidly coming to occupy its rightful place in the curriculum. Nor need I address this audience upon the glory of English literature as the chief medium of culture for English-speaking people. You appreciate all that: English is winning its way in the schools because you do appreciate it.

My task is much simpler. It is simply to answer three very practical questions: (1) Just what are these college entrance requirements? (2) What criticisms of these requirements are sound? (3) How do these requirements fit the high schools of Ohio?

As a result of numerous conferences between high school and college teachers during the last ten years, the college catalogues now print uniform entrance requirements in English. Examinations are based upon two lists of English classics, each classic representing a period, a tendency, or a type of literature, and all together representing with as few gaps as possible the course of English literature from Elizabeth to the present time.

For the years 1901 to 1905 the first list is as follows: Shakespeare's *Macbeth*, Milton's minor poems, Burke's *Con-*

ciliation Speech, and Macaulay's *Milton and Addison*. The examination on each of these books requires not only a knowledge of its substance but also a knowledge of (a) its plan, structure, and method, (b) the language, including the meaning of words and sentences, the important qualities of style and the important allusions, (c) the place of the work in literary history, the circumstances of its production, and the life of its author.

For the years 1901 and 1902 the second list is as follows: *The Merchant of Venice*, the *Sir Roger de Coverley* papers, the *Vicar of Wakefield*, the *Ancient Mariner*, *Ivanhoe*, *The Princess*, the *Vision of Sir Launfal*, *Silas Marner*, *Pope's Iliad*, (four books), and the *Last of the Mohicans*. After 1902, the two works last named give place to Shakespeare's *Julius Cæsar* and Carlyle's essay on *Burns*. The examination on the second list of books requires only a general knowledge of their substance and is designed to test proficiency in English composition. The candidate writes a paragraph or two on each of several topics, selected by himself from a long list of topics that have been drawn from these books; or he may present an exercise book, properly certified by his teacher, containing compositions or other written work done in connection with the reading of the books.

From the time of their general adoption the requirements have been subjected to a generous fire of criticism, some of it sound, much of it merely querulous. A wise man of the East rejected the requirements altogether. The best examination, he said, would be to put a book into the candidate's hands

and ask him to read a page or two aloud. If he could read well, his knowledge of books and ability to write well might be inferred! A newly-made professor of pedagogy complained that he could find in these requirements no appreciation of pedagogical principles. The answer was that the requirements were not intended as an exposition of pedagogical principles: the colleges simply wanted freshmen who could write clear and correct English and who were acquainted with a limited number of good books. Later a man from the West announced that he had discovered the principle underlying the requirements: it was to prevent certain old books from perishing from literature for lack of readers, by compelling boys and girls to read them in order to pass entrance examinations. As DeFoe's *History of the Plague Year* has disappeared from the list of prescribed books, this criticism was not without effect.

A very serious question with the examination-ridden schools of the East is the question of uniformity in the examinations set by the various colleges. Examination Bulletin number 18, published by the University of the State of New York, quoting specimen papers from many colleges, proved that there is no uniformity in the kind of questions asked. Harvard, it is said, will admit a boy who can write good English even though he has nothing more than a very general knowledge of the prescribed classics, whereas Yale requires the word by word, line by line, preparation. Judging from the discussions of methods, and the recommendations of the Report on Entrance Requirements which was made at the Los Angeles meeting of the National Educational Association, the prevailing opinion is that minute study of the prescribed books should not begin early in the high school course but that close analysis should come later,—after con-

siderable reading has been done and an interest in reading has been created. Each teacher must judge for himself how much of this minute study is profitable, and at what period his pupils are ready for it. The schools of the West are as much interested as those of the East in the aims of the work in English, even though their pupils are accepted by the colleges on the certificate plan. There will be sufficient uniformity as the truth is comprehended that what the requirements mean is the study of art in literature and the practice of art in composition.

Of course the requirements are susceptible of a strict or of a liberal construction according to the temperament of the critic and his interest in the cause of English in the schools. Some have criticised the requirements as too heavy, as calling for more time than the schools can afford to give. Others have urged that the books prescribed are too few and that it is possible for a bright student to "get up" his English in the course of the summer vacation before he comes to college. It is evident that there are some who fear to do more than the requirements call for. Teachers have asked, "What about English Grammar and what about Rhetoric?" The requirements say little about these subjects which we are teaching. And should the work in composition, or the work in the classics receive the emphasis? Why these particular books rather than an open list to choose from? And how much time should be devoted to English in the school curriculum, and how should the time be distributed?"

In view of all these criticisms and questions the conferences have, from time to time, adopted recommendations to the secondary schools. Some of these recommendations explain what is involved in the requirements; others apparently add to the requirements as originally stated; still others hint at

methods. The chief recommendations are as follows:

1. That at least three periods a week be devoted to English in the four years of the high school. This gives a total of 480 periods.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves; and that these courses should be identical for pupils who expect to go to college and for pupils who do not expect to go.

3. That in connection with the reading and study of the required books, parallel or subsidiary reading be encouraged; and that a considerable amount of English poetry be committed to memory.

4. That the leading facts in those periods of English literary history to which the prescribed books belong, be taught; and that the essentials of English Grammar be not neglected.

5. That instruction be given in the fundamental principles of Rhetoric: in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition, and argument; such instruction to begin early in the high school course.

6. That systematic training in writing and speaking English be given throughout the course and that in the high school the subjects for compositions be taken partly from the prescribed books and partly from the student's own thought and experience.

7. That clear and idiomatic English be insisted upon in all examinations, note-books, translations from other languages, and in whatever the pupil writes or speaks on any subject of the school course.

8. That alternatives be allowed for the prescribed books by colleges admitting on certificate.

It should be added that the conference of 1899 published a long list of books

as an aid in guiding the home reading of boys and girls. An open list of books, graded for the four years of the high school and containing all that the conferences have recommended for general reading and for careful study as well as many others, is embodied in the report to the National Educational Association already mentioned. This report also contains an outline of a high school course in English covering four years, and is a valuable document for the English teacher to read and ponder.

In judging of entrance requirements the most important question to ask is not, Are they theoretically the best? but, Are they in line with what the schools are doing and with what the schools in considerable numbers can readily accomplish? In Ohio as in other states a few schools never needed the stimulus of these requirements at all. They were doing and continue to do all that the requirements call for and more. Ten years ago, however, there were many of our high schools that were doing much less; and there are still too many in which the English work consists of nothing but Grammar in the first year, a term of Rhetoric in the next year with compositions occasionally, and a text book of English literature, with more Grammar, in the last year. In many schools the study of the English classics is still wholly a matter of outside reading; in others it is part of a general exercise once a week in which but few pupils can participate and for which the few alone make any preparation. Nevertheless there is reason for encouragement in the fact that the number of schools that meet the requirements in English classics has increased by twenty-eight in the last four years, as shown by reports on file at but one institution, the state university.

The total increase must be considerably larger than this. The conference

recommends (though this is not a requirement) that a total of 480 periods be devoted to English in the high schools. In 116 representative Ohio schools, large and small, reporting to the Ohio State University in 1898 with sufficient completeness to enable figures to be made, the average of the total periods devoted to English is 430. This average is raised by the fact that the list includes all of the fully-equipped high schools of the cities and larger towns of the state, but, in spite of that, the showing is certainly good.

In the distribution of the time among the branches of English, these 116 schools are not on the average in harmony with the recommendations of the conferences. While calling for some attention to Grammar, Rhetoric, and literary history, the recommendations still leave the emphasis on the study of the English classics and on composition, as in the original requirements, and there is no doubt that the best thought of the time favors courses in the English classics and courses in composition—practice as deserving of the greatest share of the time allotted to English in any high school. The Committee of ten recommended that six-tenths of the total time devoted to English be assigned to the English classics, three-tenths to composition, and one-twentieth each to Grammar and Rhetoric if separated from the composition courses. In the 116 high schools which are giving on the average 430 periods to English, the average number of periods assigned to the study of English classics is only 100 and the average number of periods devoted to composition is only 55. That is, less than one-half of the time which these schools spend in English study is devoted to the two branches which the conferences insist upon as the most important. The

average is lowered from the fact that 36 of these schools give no school-time whatever to English classics, although some of these prescribe outside reading for their pupils, and 39 report no classes in composition, though some of these require a monthly or a term essay. The average for literary history is 110, or 10 more than the average for the classics themselves. The average for Grammar is 90, only 10 less than the average for the classics and nearly twice the average for composition. Rhetoric fares better than composition in schools which make separate courses of these two subjects.

The composition work, in fact, is still the weakest feature of our English courses in Ohio, as in other states. Lack of instruction, lack of practice, and lack of time for manuscript work are largely responsible for this, wherever the weakness exists. The high schools are few in which so much as an hour a week is set apart for the instruction and practice in writing English. Even in schools which justly pride themselves upon their excellent work in the English classics, it is not unusual to find that composition receives little attention. The time will come when superintendents and principals will make due allowance for the extra time and labor involved in teaching composition properly, by reducing the class hours of the teachers having charge of the composition classes.

I may be permitted, in conclusion, to encroach upon the territory of Supt. Kinnison's paper to the extent of saying that in many, perhaps most of the schools, the real problem is not how to find more time for English, but how best to utilize the time now assigned to English,—how to distribute it among the various lines of English work so as to produce the best results.

HOW TO SECURE COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH.

BY R. H. KINNISON.

There has been assigned me, in this paper, the work of telling how to secure the "College Entrance Requirements in English," in our High Schools.

Usually the how to accomplish anything implies a method, but Col. Parker tells us that "a pedagogic method is the way an artist teacher reaches an ideal," and that, therefore, method is entirely personal and cannot be successfully copied.

If this be true, the personality of my method will lack essential qualities, for I claim to be neither artistic nor idealistic, touching this subject of college requirements in English.

The thoughts I bring you are commonplace, and yet the theme is one having my hearty and sympathetic approval. The study of our mother tongue, whether made manifest by lip or pen, is worthy of a place in all our school work, and demands for its proper presentation to classes the best talent in our teaching force. Col. Parker again tells us that "Educational ideas are by far the slowest to change, that Noah Webster is mightier than Johnathan Edwards, and technical grammar than predestination," and that "human progress is measured by the time it takes for a good idea to get into life." I am glad to have lived long enough since my college days to see one good educational idea germinate, with radicle and plumule so enlarged and developed as to give promise of even greater fruitfulness than it has already brought forth, and that is a rational way of teaching English literature.

Twenty or twenty-five years ago English literature in the average Ohio college class-room was about as invigorating and zestful in its presentation and reception as would now be the preparation for the press of a mummy catalogue and the proof reading of the same. We studied literary mummies, bedecked with dynastic labels of birth, death and date of embalment, with no hint of a resurrection, inside or outside the class-room.

The living, eloquent, animating authors of our splendid English classics were strangers to us, save in name, and only those of literary taste ever broke through the mummy case of teacher and text to see and to feel the power of the man with the pen. But now all that is largely changed. Even our public schools know a better way and walk therein.

The "how to secure the college requirements" has a preparatory phase which I think is too much overlooked, and which is my first suggestion in the discussion of my subject. I refer to the supplementary reading below the High School.

One of the first innovations of Col. Parker in the Quincy schools was the expenditure of \$500 in the purchase of supplementary literature for the various grades. This really meant a circulating library in the schools, suited to the age and advancement of the pupils. What was thus tried as an experiment has become, in many of our schools, a part of the graded course, and pupils now enter our High Schools with a taste for good books.

By this preparatory reading in grades below the High School I do not refer to the supplementary readers, but to the simpler masterpieces of our language, suited to the age and training of the pupils.

This work should not be so conducted as to encroach too much upon the time of the pupils in school hours, but should be a part of their home reading. Let six such books as Carpenter's *Asia*, Grimm's *Fairy Tales*, *Great Americans for Little Americans*, Aesop's *Fables*, *Old Greek Stories*, Franklin's *Autobiography*, the *Alhambra* and *Lady of the Lake*, be furnished the various grades, and let them be taken home for fireside reading, with father and mother as listeners.

When thus read, let them be returned for another relay of readers, with the understanding that they are to give proof to the teacher, orally or otherwise, that the books have been intelligently read.

Four or five years of such reading, under the wise direction of good teachers, will make an excellent preparation for the college requirements in the High School. The how to secure such required literary work will be partially solved by the time pupils have done this Grammar grade reading. This directed reading will make better readers of our High School pupils, many of whom fail because they cannot intelligently read their text-books, much less master them. They lack the literary or reading sense. The printed page is dim of meaning to them, or is flat and perspectiveless to them, and no binocular apparatus the teacher can devise is able to bring out its solid, vital meaning. The reading sense is awakened and developed by reading, by suitable, well directed reading, all along the line of school work. In speaking of the college requirements in English, in amount about 720 hours'

work, or one-fourth of the High School course, as prescribed by the Committee of Ten, one would naturally think more stress would be laid upon the required reading, by college examiners, than upon the composition work required, and that, too, upon the mechanical part of it, such as spelling, punctuation, capitalization and paragraphing. But from investigation such is not the case.

Out of twelve or fifteen examination lists submitted by leading colleges and universities, as entrance tests in English, some eight or ten were devoted almost wholly to spelling, punctuation, capitalization, technical Grammar and clear, concise sentence building. This introduces my second suggestion, and that is that our Grammar and High Schools should pay more attention and continued attention, to these practical elements of Rhetoric and to technical English Grammar. For these entrance tests indicate that the colleges lay much emphasis on the study of these branches. We think the emphasis well placed. It shows that the spirit of Lindley Murry is still a power in the educational world, despite the fact that of late years it has been too much relegated to the shades of forgotten lore.

Not alone by college professors is the study of technical grammar demanded, but many of the best teachers of Latin in our High Schools see the necessity of such work before pupils can intelligently take up the study of Latin.

But this demand implies that a more thorough study of English Grammar is needed in the seventh and eighth years of the Grammar grades, and along with it, continued and thorough work in spelling, capitalization, punctuation, and composition work. How such work is to be done must be left to the tactfulness and skill of the individual teacher.

each one devising his own plan and working it out in his own way.

This kind of Grammar school work, supplemented by the literature in such grades, successfully leads up to the college requirements in the High School. Pupils thus trained are ready to begin the study of the prescribed English classics. It is a rare charm, and one which all great men do not possess, that makes greatness approachable and therefore the better understood. It is a rare privilege for a teacher to open up a great drama or poem to a class of boys and girls, to introduce them to the author in such a way as to put them at their ease in the presence of literary greatness. Let there be but few preliminaries to the introduction and let the author tell his story to the class as soon as possible. By this I mean that the pupils should be permitted to read the classic with as little interruption as possible in the way of frequent reference to marginal notes, archaic forms, idiomatic expressions, or side lights of any kind. Like Desdemona, let them sit at the author's feet and listen to the plain, unvarnished tale, till the charm is upon them. I would call this the first reading, and in it, the story, the poem or the drama should take precedence of the teacher. When once this first and most pleasurable reading of the book has been given, there will then be time for didactic work. Obscure passages may be mastered, the style of the author may be more carefully studied, and the purpose of the book made clear, all of which make demands upon the teacher. Carlyle says we have not read an author till we have seen his object, whatever it may be, as he saw it.

But this standard of reading implies mature mind and keen insight, conditions not possible in High School pupils.

The teacher's work, then, in literature, is to introduce the class to the author and then, as the need may be, become the author's interpreter. To be able to do this and yet with it lead the pupils to become independent and original readers, is rare teaching.

Touching on this same phase of classroom work in literature, Prof. Hudson says "the thing is to have the pupils, with the teacher's help and guidance, commune with the author while in class and quietly drink in the sense and spirit of his workmanship."

This help and guidance more properly belongs to what I call the second reading of a production. This second reading, or rather study of the classic in hand, affords the teacher opportunity to marshal all his literary helps for the benefit of the class.

Study of style, of plot, of diction, of historical allusions, archaic forms, or idioms, in fact the study of everything pertaining to an intelligent and helpful criticism of an author, here finds its place.

This last, critical and painstaking reading is the real school-room work in literature. It is needful and helpful and will be entered into all the more heartily by the class after their freedom and consequent enjoyment of the first reading.

That this is the rational and more enjoyable method of taking up the school work in literature has proof in our own experience as readers. We are best able to pass judgment on books in a critical way, if we have first given ourselves the pleasure of an unbroken reading of them.

When thus read, we can all the better take a studious and intelligent retrospect of the volume. The real power of the teacher is shown in this second reading of a book.

Both memory and note-book must be full for ready use, whenever information or illumination is needed. And yet such help needs conciseness. There will be temptations to linger over choice illustrations and their elaboration. The real work in hand is to teach pupils to read, to think while they read, and not to listen to an erudite teacher. For as Quick puts it, "What other purpose has teaching than that a pupil may at last be under no necessity of being taught?" Especially is this true in the study of literature.

At this stage of the class room work the etymologies of our language can be taken up, especially by the Greek and Latin pupils, who the more readily see the force of classical prefixes, suffixes and roots of our composite words. The cultivation of keen-sightedness for such verbal elements is good language work and adds largely to one's mastery of his mother tongue. Thus taught and thus disciplined, the high school graduate should be able to enter college a "well read and well spoken collegian."

Apropos to this correlation of language work and literature, Prof. Marsh has well said that "among the many ends which we may propose to ourselves in the study of language and literature, there is but one which is common and necessary to every man. I mean such a facility of comprehending and such a skill in using his mother tongue, that he can play well his part in the never ceasing dialogue which, whether between the living and the living, or the living and the dead, whether breathed from the lips or figured with the pen, takes up so large a part of every one of us."

To secure, then, such facility of comprehension and skill in the use of our mother tongue, work directly helpful in securing the college requirements, I would further suggest that pupils throughout the whole four years'

course be carefully taught to express themselves fluently and grammatically. Aside from practice in oral and written recitation work, nothing is better suited to secure this than the public rhetorical work. Give pupils a chance to make use of their reading and study of authors. Demosthenes, we are told, copied for the sixth time some of the finest passages of Heroditus. He was after the reflex influence of such work, and that was an oratory that should charm the world. If, as Bacon says, "Reading maketh a full man," then the full man should also become the ready man. While we are all the time filling our pupils with the good things of literature and art, let us not neglect teaching them self expression of the same, and the daily teaching them the art of expression, oral or written, is one of the most effective helps in the work of the college requirements.

Even the teaching of Greek and Latin should much more conduce to this end than it does. Thring tells us that "the ultimate end of the study of the classics is to make the learner an artist in words and a conscious master of his own tongue." But to become a conscious master of expression one must be taught not only how to express himself but must also be given an opportunity for such expression. What better themes for such expression than those found in the required English reading?

Let every high school be such a mental gymnasium in rhetorical and literary work as to give dynamic force to both tongue and pen of every pupil. We too much neglect this forensic work in our high schools. Its reflex influence is to add zestful interest to the study of the college requirements in English, for this reading of English classics, supplemented by a knowledge of current events, furnishes the magazines of power for their rhetorical work.

For two hours every week, close the recitation rooms and bring the classes together to entertain and be entertained, to instruct and be instructed in the art of speaking, reading, and writing the English language. Teachers should be prepared to enthusiastically lead or direct in such work.

They should teach pupils how to make use, in such rostrum exercises, of their English classics, their technical rhetoric and grammar. In essay, book review, declamation, oration and debate they should be taught how to draw upon their reading and their observation, how to fence, to thrust or foil with tongue and pen, thus making effective what they are daily learning.

Why wait for such training in college halls? Our high schools should be training camps for those who are to enter upon the sterner course of college work, and no less valuable for those who will never enter upon such work.

Such high school training should not be elective, but obligatory upon all alike. It is the kind of work whose value is enhanced by repetition, an illustration of practice making perfect. If "repetition is the mother of learning," then too many teachers are making orphans of their pupils, so far as public rhetorical are concerned. This may all seem foreign to my subject, but nevertheless I consider such work as one of the direct helps in securing the college requirements in English.

My next suggestion is a plea for high school libraries, as auxiliary to all good literary work. Many of our pupils come from bookless homes, and many of our schools are in towns and villages without libraries. Where these negative conditions exist, all the greater reason is there for the school library, which should contain not alone the books in the required reading, but choice volumes in general literature and such ref-

erence books as are helpful in any line of high school study. Both art and literature in this large and free way should be accessible to every pupil in our high schools, and all the more so if his home be too poor or too unappreciative to furnish them.

If he feels prompted by self or teacher to investigate or seek light on some subject, literary or otherwise, the source of help should be at hand. The teacher of literature would find a splendid auxiliary in such a school room center of information and inspiration.

The reading habit would be strengthened and the tone of the whole school elevated. The possession of such libraries need not weaken the teacher's efforts to have the pupils buy their own books in the required reading. It is almost as desirable to cultivate a taste for buying good books as for reading good books. The possession of a school library, or the ownership of books, makes fruitful many suggestions relative to books and authors by the teacher of literature. The pupil at once makes use of the suggestion because he is able to do so while the impulse to investigate is with him.

If "A bird in the hand is worth two in the bush," a book at hand, when its use is suggested, is worth half a dozen inaccessible volumes. Therefore, I would suggest the establishment of school libraries as one of the practical aids toward securing the required work in English classics. But if pupils are required to read, to think upon what they read, and to be examined in such work, and moreover if they are expected to grow from such work, they must be given time for such reading, such thought and such growth.

The high school, even if it is "the poor man's college," need not ape the rich man's college in its curriculum of studies. This multiplicity of studies in

so many schools leads necessarily to superficial work in all departments.

Proof of this is found in the unpreparedness so many high school pupils show on entering college. They lack thoroughness because they have covered too much surface. They have been making excursions in many fields rather than doing the closer drill work that gives mental discipline and power. Time and place for required work are among the best means for securing such work.

In a paper of this length I cannot give methods for conducting the various kinds of work in English literature. For example, a plan to be pursued for a class reading "The Lady of the Lake" or "Marmion" would be altogether different from that to be followed in the study of "Macbeth" or "Hamlet." While all are poetical and deal with the highest reaches of human passion, they are wholly unlike in poetical and historical setting. A plan suited to one would not suit the other, and so on through the list of required readings. I have more especially dwelt on the fitting conditions for the securing of such work. May I again name these conditions in the order of their presentation in my paper.

First, the preparatory work in the grammar grades in well selected supplementary reading matter and continued drill in capitalization, punctuation, spelling, and composition.

Second, somewhere in the high school, preferably in the first or second year, a further mastery of technical English Grammar with continued composition work.

Third, a natural and pleasurable introduction of pupils to the selected English classics, in what I called a first, uninterrupted reading, followed by a second critical reading, under the direction of the fully equipped teacher.

Fourth, a plea for public rhetorical work, in order to give pupils confi-

dence and ability to publicly express their thoughts with forceful effect and to make use of their required reading of English classics.

Fifth and last, a further plea for the high school library as a direct means of helping in all required literary work, and for the elimination of enough high school studies to make such work effective both for discipline and culture.

The school that has secured these conditions and makes use of them all under the wise guidance of teachers and superintendent, will, in my judgment, not fail in creditably measuring up to the college requirements in English.

DISCUSSION.

RALPH R. UPTON: I am sure that the members of the association have shared with me the feeling of delighted inspiration due to the able paper of Supt. Kinnison. I rejoice that my time for discussing the paper is so short, for criticism of the manly tone and breadth of thought of the paper is out of the question and my remarks will be confined to making more emphatic some of the ideas suggested by the paper.

When the writer speaks of the enforcement of the recommendations of the Committee of Ten it is of course understood that he refers to the recent embodiment of the ideas first promulgated by the Committee of Ten in the long delayed report of the Committee of Twelve on College Entrance Requirements made last summer at Los Angeles to the National Educational Association. This Committee boldly places English at the head of the list and makes the English course the core of the curricula. In the suggestions offered by the Committee for the English course two elements are included, namely, the study of English literature and the cultivation of the Art of Expression. Those of you who were at

the meeting of the National Educational Association at Washington will share with me the feeling of appreciation that the superior syllabus of Prof. W. F. Webster of Minneapolis has been incorporated in toto into the recommendations of the N. E. A. Committee. You are undoubtedly too well acquainted with this syllabus of Prof. Webster, (in which he outlines a four years course in English), for me to dwell on it.

I was fortunate enough to take charge of my present work the September following the first promulgation of Prof. Webster's syllabus at the Washington meeting of the N. E. A. Dr. Chaney was kind enough to accord with my suggestion that we try the experiment of basing our English course solely on the syllabus of Prof. Webster, as first presented at Washington, with all the classics specified, as far as such syllabus would accord with the conditions of our environment.

We have just closed our second year of the experiment with the syllabus, and in our feeble way, we wish to earnestly and heartily recommend this outline of Prof. Webster to all executive school men who desire to Americanize our school system as far as our overcrowded conditions permit, by making English the core of the system.

Supt. Kinnison's wish to awaken the sympathy of pupils and to do away with the present tendency to too much literary post-mortem work and not enough study of the rules of fundamental grammar, can be best fulfilled in my opinion by a conscientious pursuit of the outline of Prof. Webster, especially along the line of rhetoric and composition.

I am in hearty accord with the plea of Supt. Kinnison for greater attention to spelling, punctuation, and pronunciation, but I do not share his enthusiasm for technical grammar. We remember the words of Dr. Hinsdale, who says: "Formal grammar and rhe-

toric should play no part in composition teaching." As one learns to talk by talking, to ride by riding, to row by rowing, so one learns to write by writing. Is proficiency in athletics or chess obtained by reading the rules? Can it not better be acquired by observing the game and making a personal trial of it? Is one to swim by locking himself in a room with a glass of water? The rules are good, useful for purposes of dissection and analysis but they are far from being the *sine qua non* of successful writing. Technical grammar has its place, but it can never eradicate habitual mistakes any more than perfection in utterance or in written expression can be obtained by only reading the best of books.

On the other hand I am well aware that our day and generation is very far from the ideal in spelling, punctuation, pronunciation, and word analysis. The tendency of our times is towards specialization. That sad tendency has had the effect to minimize relative perfection in fundamentals. Certain educators to-day proclaim seriously that the boy of fourteen is sufficiently mature to make election of his entire course of study, as to amount, variety and extent. The ideal high school in the minds of some is one in which the pupil elects what he wants, as much as he wants, for as long as he wants and leaves school with a mind crammed with—wants! He does not graduate: graduation is antiquated; for how can there be a graduation when there is no gradation or stepping process. This strange fad of our day is specializing us out of spelling. It is not my province to consider the grammar school; the high school is my field. Those who know Dr. Chaney know the spelling is taught in the graded schools of Chillicothe, and efficiently taught: but when the pupil enters the high school, his mind is filled with the erroneous idea that he is done forever with the three R's and by in-

clusion is also finished with the next letter of the alphabet. Spelling is no longer to be considered by him for has he not with great eclat passed an examination in spelling? This proves he can spell and therefore as far as spelling is concerned he can be free and easy and live on his reputation. So you see that it is the spelling of the high school and college, or rather the sad neglect of spelling in the high school and college, that worries me. A boy studies Latin for four years and yet in his graduating essay he spells 'similarity' with two M's though he knows the word is derived from the Latin, *similis*! The head of the Greek class may spell the word "metre" with two T's though he knows it is from the Greek μέτρον. The girl who has enjoyed French for two years insists on spelling the English word raisin with a Z though she has spelled correctly scores of times the French word "raisin" from which the English "raisin" is derived. One of the sad things of our experience is the fact that the great majority of our pupils and even some teachers do not appreciate the fact that the chief value of the study of foreign languages, living or dead, (aside from the mental discipline), is the value of such study in comparative philology, word analysis and spelling. The strangest part of it all is that the specializing tendency of our age has developed a longing in the public mind for what might be termed, the practical. The cry is: Too much theory, be more practical. In all lines of intellectual development the mechanical has subordinated the theoretical except in the great field of English expression. Laboratory methods in the sciences, graphic presentation in mathematics, maps, tables and outlines in history, modelling and nature charts in geography, but in language work, the most mechanical part of the work, the spelling, pronunciation, punctuation and technical gram-

mar has been subordinated to the æsthetic to such a degree that many of our most excellent critics of style desire to spell æsthetic without the diphthong. I once knew of a teacher who applied for an increase in salary but failed to obtain it solely because he spelled salary with an E. It seems to me that we might much better spend much of our time in the secondary school in a consideration of the mechanics of English than in the English of Mechanics.

Punctuation and pronunciation are not entirely neglected but in how many schools do you find studied to-day word analysis? Word analysis sounds old-fashioned; spelling sounds belittling; perhaps the simplicity of these words has something to do with the recent neglect of the subjects they represent. I know the immense value in our line of work of an attractive terminology. We do not study grammar in the high school, we disguise it and call it Rhetoric and Logic. We teach morality, culture, mnemonics, mind-strengthening and other helpful, practical matters and give them the attractive title of psychology. Our compositions of the eight grade become in the high school essays, theses, dissertations, arguments. Similarly could we remedy matters by calling spelling, orthography or phonography or anamatagrammatism or some other Greek or Latin derived word; and call our word analysis, comparative philology?

We should not, of course, study words apart from their meaning, for that would be foolish. We would have results as did they in that school in the South where a student to whom was dictated the sentence: "An opossum is an animal with a prehensile tail," wrote somewhat irreverently: "An apostle is an animal with a pencil tail," while the sentence: "The synod was held in South Carolina," came out, "The sinner was helled in

South Carolina." In the words of Prof. Thach: "To a very great many their native English is well-nigh an unknown tongue and knowledge therefore is to them a book that is forever sealed."

I think there is much room for debate on the point whether the eleven hundred high schools of the State of Ohio have curricula of a sufficiently high standard to meet the somewhat exacting requirements of the Committee on College Entrance Requirements. We have not the time for such argument, but I think it is safe to say that the majority of our Ohio high schools are doing the best they can, within their limitations, to come up to the high standard.

Our problem is, "How can we secure the College Entrance Requirements in English." From the point of view of the man of the secondary school I have a solution, and one which will be heartily reviled by all the members of the high school faculty except the English teachers. The solution is that every member of every high school faculty should be primarily a teacher of English expression. We know full well that many times the weeks of patient, unrewarded toil of the English teacher are completely neutralized by an hour in the class of a careless teacher of science, mathematics or even of some foreign language. Incorrect pronunciation, slovenly writing and wrong spelling on the part of some teacher, well versed in his or her department, are extremely harmful, especially if such teacher has, as she ought to have, a strong and otherwise beneficial influence on her pupils. There should be an English teacher, but the entire faculty should be part and parcel of the English department. The teacher in Algebra should not permit himself or his pupils to say *éx*-ponent for *ex*-pó-nent. The bookkeeping teacher should

not insert a hyphen in spelling the word bookkeeping. The teacher of Latin and Greek should not permit his class to render the Latin and Greek names into English with the hard sound of C. Kikero, Kæsar and Skipio should remain thus in the Latin, but they should enter English in English garb, as Cicero, Cæsar and Scipio. And so with Alcibiades and Thucidides; they are not Alkibiades and Thukidides.

If all teachers at all times watched spelling, punctuation and pronunciation in their classes, and if all teachers of other languages than English should constantly keep before the class the idea that they are studying but English in another form when they read Cæsar, Erckman-Chatrain, Cicero, Xenophon, Schiller, and Hugo, we would see at once a marked improvement in the quality of our high school product. We would not be chagrined each year to see many of our high school graduates (who leave schools in which there is no review of the common branches), to see such graduates fail in examinations in fundamentals, such as those tests given for West Point, Annapolis, the Civil Service and for County Teachers.

The German Emperor, in addressing the great school conference at Berlin in 1890, said: "We wish to educate young Germans, not young Greeks or Romans." Likewise we should constantly keep before us the fact that we are seeking to educate English-speaking Americans and not trying to create polyglots or burlesque Huxleys, Tynalls or Edisons. President Eliot, that great apostle of correct expression, has expressed it thus: "The power to understand rightly and to use critically our mother-tongue is the flower of all education."

W. H. COLE:—I am sure I appreciate the invitation to take part in the discussion of the Ohio State Associa-

tion. I came to enjoy the meeting and to listen, but like all good teachers I am willing to contribute anything I may be able on the general subject. The subject of English has always interested me. I was very much interested in the entire paper, but what I wish to emphasize is what has been said on rhetorical work. The longer I live the more I observe that what contributes to the success of the American boy and girl is the ability to express themselves forcibly. The ability to express one's thoughts while on his feet is essential to the success and the greatest possible usefulness of the American citizen.

There is little done in a public way that is not set on foot at a public meeting. Those citizens who can express themselves most forcibly on such occasions are the most useful. I do not underestimate what lies behind all this. I am now speaking of the motives, the power that puts into motion various enterprises. We scarcely attend a public meeting that we do not see the need of this power of expression and the greater facility with which one expresses himself the greater his success. Even in this meeting some of us are compelled to confess that we did not have as much rhetorical work as we should to make us effective in our work. Let us do what we can to equip these young people who are under our instruction so that they will not lack this ability to express themselves clearly and forcibly. I commend this feature not only in the high school but in the primary work. I believe the place to inaugurate it is in the first grades and carry it through all the grades. I speak from experience in this matter and know whereof I affirm. I say the most satisfactory work is found in the lower grades. I think it is more successful in these grades than in the high school. Such a training will give the college student a vantage ground that the pupil without such

training cannot have. When he goes out of college a full-fledged American citizen he is ready to fill any privilege presented to him.

C. F. THWING: I have not had time to collect or assort any ideas on this subject. I meet a good many things that boys and girls write. They are picturesque in many instances. I think in the first place that a boy who comes from the grammar school ought to be able to spell fairly well. A man who goes to college should be able to spell with a degree of accuracy. I have, however, known some very distinguished men who could not spell and I had a letter the other day from a very distinguished professor who spelled salary just as my friend spoke of who preceded me. On the whole I should say the less well trained a man is the less he can afford to spell poorly.

If Dr. Clark should spell a word differently from the ordinary we should say he had some reason for adopting that method. A boy who comes out of the grammar school should be able to spell. In the matter of training in the writing of English it should be done with clearness and force. When a boy or girl can express his ordinary concerns or any idea with clearness and the proper force I am content. On the whole I think the boys and girls are expressing their ideas in English very well. I think the larger part of that work is done and ought to be done in the grammar school.

I think the teaching done in these schools is admirable. I think upon the whole that the teaching of English in the grammar schools is better than the teaching of English in the high schools. The great difficulty in the teaching in the high school is that in many high schools the correcting of the written work is a burden put upon the teacher in addition to her work. This is a very great error. All of us teachers in the

high school work hard enough anyhow. To have this burden added is a serious weight. There is no more exhausting work than the reading of themes. It exhausts the brain. You cannot read, critically, themes more than two hours without exhausting the brain. When we ask our high school teachers to teach four or six hours per day and then read themes another hour, the brain becomes exhausted and cannot make the proper correction. Every teacher should teach English, but teachers who have this work assigned to them should not be burdened with other work. When we have the proper teaching of English in the grammar school we generally get good results in the high school. There is no expenditure of the money in this commonwealth that is more remunerative than the money that is paid to us over-worked and under-paid teachers. When a boy is taught in the grammar school and in the high school to write in English with simplicity and clearness and force it is all we can ask for in that course. The college does not want upon the whole to make Longfellows or Emersons. It

cannot do that. It does not create. It does not make orators or essayists. It wants to train the boys and girls to do the ordinary things in the best way possible. In reading the classics let us not read them for the sake merely of knowing when they were written or by whom written, not merely to know that Emerson wrote this or that Prescott wrote that, but let us read the book or the poem or the essay for the life and for the character and for the power that is in it.

I care less and less for the intellectual side and more and more for the vital or human side of literature. Under the form of the will you get strength, and under the form of the heart you get joy or sorrow, but under the form of the whole manhood you will get character. Schools and colleges should not aim to teach English in writing or in the classics as an end in itself but we should teach it as a form of human life and through it to create a better, larger and finer human life. When it is thus taught and when we read it in that way we shall have as a result a richer and a finer human life.

THE TEACHER'S ECONOMIC VALUE.

Inaugural Address of R. E. RAYMAN, President of the Department of Superintendence.

The genius of the individual in any vocation is to make the most of his time. An economic use of time in educational work is most important.

"By reason of the time, ye ought to be teachers." So said the writer to the Hebrews.

Time for the development in Christian education and character is a necessary factor.

To speak of the economic value of the teacher may seem strange at first

thought, but there is no reason why this theme should so impress us. An individual's value in business is measured by what he is actually worth to the firm. "One of the greatest gains civilization has made, is in measuring, utilizing and saving time."

Promptness is an excellent qualification in the discharge of any duty. The economic use of time is a problem which pre-eminently belongs to the nineteenth century and one which is

destined to have a marked influence upon twentieth century movements.

The business of every individual in whatever vocation he is engaged is to economize time and energy. In all kinds of business, this effort obtains and as an evidence of the truthfulness of this statement we need but call attention to the telegraph and telephone.

Does not the business man economize time both for himself and the party with whom he transacts business by making use of the telegraph or long-distance telephone? The same thoughtful consideration is given to this question by the manufacturing companies not alone in the economic arrangement of buildings, but in securing the best and most modern machinery in equipping their plants.

The business man economizes his time by working all day, and at evening taking a sleeper to get his much needed rest, and at the same time he is traveling with almost lightning speed to reach a city two or three hundred miles distant in order that he may be ready for the next day's duties.

The progressive physician greatly enlarges his sphere of usefulness and multiplies his efficiency many fold by using the best and most improved implements known to his profession.

The fundamental idea in using machinery is to save time. It is said that the machinery in use in the state of Massachusetts alone is equal to the labor of 100,000,000 men, or 30,000,000 more than the population of the United States.

The best thought of this country is being directed to the end of time-saving.

This effort is bringing to large numbers of the people of this country time and opportunity for reading and self-culture.

The great material progress of this century and especially the last half, has

given a wonderful impetus to the educational movements. To such an extent is this true, that many new demands have been made upon the teachers.

If it is important to the business world to save the fragments of time in every legitimate way possible, is it not more important for the educational world to give this question most careful consideration?

These suggestions lead to the very pertinent questions: How can the teachers' time be most carefully economized?

How many children are losing much valuable time in our schools because there is a lack of definite purpose in the teaching. There are still some teachers in the state who are like the rustic who said "Sculpture is the simplest thing in the world, all you have to do is to take a big chunk of marble, and a hammer and chisel, make up your mind what you are about to create, and then chip off all the marble you don't want."

How many teachers are there who seem to think that a certificate and a school are the all-important requisite to success.

We should say that the teacher's time can be most economically conserved through the various efforts which will give greater efficiency in the work.

This can be done in the general teachers' meeting, provided the meeting is carefully planned and skillfully conducted. In the general meeting all the teachers of the corps are brought together and the teachers get from this coming together the contact which is always helpful and inspiring.

The grade meeting, which is still more definite in its character, serves to give specific direction to the class-work and is very important.

In these meetings teachers are made to feel the importance of a continuous

effort to become more efficient in the daily work. The teacher is thus getting and giving. Such teachers are growing. The schools in which such teachers are found are schools of life and power. Time is economized by the teaching force, and as a result the pupils use their time to an advantage. Such teachers are not ashamed of their business and are living examples of industry and growth. Such teachers are not like the butternuts impoverishing the ground upon which they grow, but they are like the olive trees, which enrich the very soil upon which they exist. They are so thoroughly given up to their work that their influence is constantly going out from them and touching and uplifting the lives of those who associate with them.

In enumerating the various sources of help to the teachers of the state, the reading circle should not be overlooked. This work has been a means of real interest to thousands of teachers in the state and has led to a better preparation, and consequently greater efficiency in the teaching force.

Who has not been wonderfully improved by this work? Do you ask for proof of this statement? The story of the Illinois attorney-at-law who described himself as the ablest attorney in his section of the state is apropos: when asked, "How do you prove that?" he replied, "Don't have to prove it, I confess it."

Good institute work is another great help to teachers who are in the attitude of learners. The teachers who are in the institute because they have a real desire to carry away something helpful can always find that which is of practical benefit. It is in the annual institute gathering that the teachers come together and spend the time in social and educational conferences.

Again we may say without the least fear of contradiction that the

teachers are much improved and helped by the use of good educational literature. The using of educational literature, however, is much the same as the using of any other kind of literature, time is required to separate the little modicum of wheat from the enormous amount of chaff. There is no other way if the teacher's time is to be economically used. Teachers must be desperately in earnest or they cannot be time-savers for the children. Why should we economize the teacher's time? The answer is not at all difficult, but very important. Because the child's time is valuable to himself. If the time is carefully and thoughtfully occupied the child is forming right habits for his future work.

It is only by keeping in mind that the child is the object of primary importance, that the import of this subject can be impressed upon us. For whom does the school exist?

The men and women of the very near future are the pupils of the schools of the present. What kind of training are they receiving that the responsibilities falling to their hands may be wisely discharged?

Are they being so taught that every moment of their time is bringing to them a better development of their powers? Have we come to realize as keenly as we should that every day of a child's time, as Ruskin said, is one of formation, edification and instruction? Is character being formed? Is the child's conscience being quickened so that he may come to maturity with a life full of purpose? If so, then the teacher's time is being economized.

A recent educational article says "that childhood is filling up time." This is good doctrine, provided we are careful about the kind of stuff with which they are filled. It is my judgment that many times the filling is entirely too abundant, and the pro-

cesses are altogether too vigorous and without real sympathy. How important an element is time carefully utilized in the educational development of the child. How much more important is that painstaking sympathy which is exercised by the real teacher. The child's time is valuable to the parents too. The parent has a right to expect a reasonable portion of the child's time. The teacher's time can be most helpfully economized by a hearty co-operation on the part of the parents and teachers.

Again we must remember that the pupil's time is valuable to the state, and hence the teacher's economic value is of very great concern. If the child's time is valuable to the state, which gives it such substantial aid in training for citizenship, then it becomes doubly important to look to the teacher's economic value, for the teacher's economic value depends upon the efficiency of the work. The way to economize the teachers' time is to inspire them to become growing teachers, possessing as did Daniel of old, an excellent spirit. The successful teacher must have the spirit of Him who could not look upon the hungering multitude without deep feeling and sympathy.

Every teacher must give out deep-rooted sympathy and then intelligent and helpful sympathy will flow back and bring about a most hearty co-operation.

Much has been said and written about breaking the lock-step, formulating complex schemes of promotion, teaching the arithmetic of the future, enriching the course of study for the elementary schools, and establishing State Normal Schools for the professional training of teachers and so on almost without limit.

These are all important and must have attention, if the teacher's time is to be economized and every effort made to contribute to the pupil's advancement in education.

How many times in recent years has the impression gone forth from our meetings that enriching the course of study and thereby enriching the lives of the children meant to put additional subjects into the curriculum.

The remedy is to enrich the teaching, remembering "that it is the spirit that quickeneth and maketh alive." This better and more helpful teaching is needed in the public schools and colleges alike.

We must so use the time of the child or the student that every day of his work is fraught with new interests, so that his very being will pulsate with new life and higher aspirations at every step of his advancement, and by doing such work the child, or the student is sent out from the school with a quickened conscience and bears the stamp of the master workman.

LIMITATIONS OF SCHOOL CURRICULUM.

BY F. S. COULTRAP.

I am asked by the executive committee to make some observations on the subject "The Limitations of the Curriculum." I confess that I speak under a feeling of more or less em-

barrassment for the reason that this subject has been thoroughly discussed in recent years and that too by the most intellectual giants of this age. The further fact that there is such a very wide

difference of opinion among the most prominent educators in general as to what limitations should be placed upon the curriculum makes it even more embarrassing for me and suggests how futile necessarily must be my efforts.

It is evident at the outset that little new can be said on the subject and I shall not attempt anything of that sort, but shall content myself with a few observations on the course of study limiting my remarks chiefly to the studies in the elementary schools. I shall, however, find it necessary to make some reference to the secondary course of study as I believe that some of the work now done in the elementary schools should be done in the secondary schools and vice versa.

I have not much fault to find with the curriculum as it now stands. It is the result of the best thought, the product of the best minds. It is, however, subject to change as the advancement of civilization may reveal its defects.

Drawing, music, physical culture, oral lessons in general history and biography, and oral lessons in physical science and hygiene each and all have their rightful places in the curriculum and should be found throughout the eight years of the elementary course. Their value is of the highest importance and there would be no great outcry against any of them, were they always properly taught and were they not permitted to usurp in any measure the rightful places of reading, grammar, arithmetic, geography, history, and literature in the elementary work.

The question as to the amount of time that should be given to the study of Latin in our schools is receiving some attention; I do not question its right to a place in the course of study. on the other hand, I am heartily in favor of it, but I believe there should be some limitations put upon it as I shall mention further along. I believe

that the introduction of Latin in the eighth grade is not too early; for the child in any well regulated school should have a fair knowledge of language at the close of the seventh year. I think he would take more interest in the study of Latin at the beginning of the eighth year than in the study of technical grammar. There would be much to interest him in the new language. He would be pleased with the different arrangement of the sentences; he would be surprised to see that the inflection in Latin takes the place of the preposition in English, and he would be pleased to note that much of his English vocabulary is derived from the Latin. I believe with the Committee of Fifteen that the study of Latin in this grade would place the pupils by a wide interval out of the range of those pupils who continue the English grammar without taking up the Latin. I believe in the study of Latin for the great benefit it is to the student in helping him to understand the difficulties of the English language; for the many fine shades of distinction in thought and feeling that he gets from the study of Latin words, their roots and stems, and for the new insight into the etymology of English words having a Latin derivation. I believe in the study of Latin for the sake of the classic literature contained therein. In fact, I find little objection to anything that is claimed for this branch by its most ardent supporters; but I do not believe that Latin or any other language should be allowed to take the place of technical grammar. I as firmly believe that technical grammar has its place in the curriculum as I believe that Latin has its place there.

I believe that in the teaching of both the Latin and the English, there is a tendency to give too little attention to grammatical constructions and to place too little value on technical grammar,

forgetting that these furnish the laws or rules of criticism which enables the pupil to correct his own English and furnishes him the key that gives him power to grasp the meaning of difficult sentences found in all our classic literature.

I favor the introduction of Latin in the eighth grade because that seems to be the most logical and natural place for it; but I believe that technical grammar should have a place in the curriculum also; that its place is farther along in the course of study, say the second year in the high school, at which time the Latin if need be should yield place to it.

I want to give here, for whatever value it may seem to have, a clipping from one of our dailies concerning the Chicago schools. I quote it exactly. Chicago, April 3.—Charges that teachers in public schools are following such "advanced" methods that they are failing to instruct pupils properly in the most necessary branches of learning are made by members of the Board of Education. Trustee Austin Sexton told a committee of the Board that half the teachers, the majority said to be graduates of local high schools, could not speak or write English correctly or spell correctly. Dr. E. Benjamin Andrews, superintendent of schools, admitted that many of the teachers were deficient in the points mentioned by Mr. Sexton. The fault, he said, was not so much with the teachers as with the system by which they were instructing others. Mr. Sexton urged the requirement of one hour's study of English grammar every day. He said, "The fact is that the attempt is made to teach spelling without a spelling-book, the English language without a grammar, etc. We are advancing too fast. Let us stick to the grammar and the spelling-book, no matter if they are called old-fashioned. Give the pupils one

hour every day with the grammar—not English literature, Hiawatha, Julius Caesar or anything of that sort—but the old-fashioned technical grammar." While much that is said here is not in accord with my views in the matter, yet I think there are grains of truth in it that may be of value to all of us.

I believe there is a strong tendency in our town and village schools to increase the Latin course at the expense of other studies equally important. It seems to me that it is a mistake for those town and village schools where the appliances are few and the teaching force is limited, if such is the case, to arrange a course of study equal to that of the city schools. It cannot be done and maintain a high grade of efficiency in the prosecution of the work, and no false pride should be permitted to influence us in this matter; better far that we limit the course in Latin to three years or even to two years and that other studies be excluded from the curriculum than that we sacrifice one iota of the thoroughness and efficiency we should expect at the hands of our pupils in each and every branch taught. I speak here especially of the course in the high school. I realize that there is a possibility of carrying this thought of thoroughness too far in the early grades of the elementary schools; that the minds of the smaller pupils may through this over-exacting process lose their appetite for higher knowledge and wider generalization. In no branch have I observed this so much as in the teaching of numbers and especially in teaching the tables. I am convinced that much of the work in numbers in many of our schools is worse than wasted; that it is such as to arrest development rather than to promote it. The teaching of all combinations and results for the first year up to a certain limit, and continuing this in the course till all combinations and results em-

braced in the tables are taught, with the constant use of the signs of addition, subtraction, multiplication and division, all tend, I think, in course of time, to produce a sort of mental paralysis. The child can endure them for a season, but their constant use for any great length of time makes the mind weary and the results are most unsatisfactory. I believe that right here much valuable time is lost. Why not give the child columns of figures to add if it is old-fashioned, simple at first, then make them larger and larger and every problem will be new, interesting and profitable to the pupils. Why not teach them all combinations and results in multiplication by placing the multiplier under the multiplicand, as we use to do, always using such figures as will bring in the combinations we wish to teach. I have, I think, thoroughly tested this matter, and I find the pupils do more, vastly more in one year now than they did before in two years, besides they never tire of the work. Again it enables the child to become very efficient in the tables without becoming disgusted with them; and it leaves him vastly better prepared for the work that is to follow.

If we are to intelligently consider what the curriculum shall be in our common schools, we must have the proper conception of the true aim and purpose of these schools. Our country has a mission differing from that of any other country on the globe. Its fundamental idea is liberty, civil and religious, its mission is the civilization and evangelization of the world. The spirit that dominated the minds of the Pilgrim Fathers is the same spirit that is most uplifting in our government to-day.

It found its way to American soil because this country afforded peculiar advantages for its development and growth. Out of it comes our superior

civilization—a civilization that is distinctively American. Then we want a course of study that has in view not the promotion of English, or French, or German ideas, but the promotion of American ideas, American manhood and womanhood. We all realize that we are on the periphery of a highly complex civilization. Back of this civilization are various influences, but the one most potent for good is the common school system. The foundation of this school system is its course of study. With this idea in view, it seems to me that we have not enough of United States history in the curriculum. If we would develop in the minds of our pupils a love of liberty, we must teach them history. If we would have them love our country and its various institutions, we must teach them the best and purest things in the history of this nation.

Some one has said, "If we would have the child develop most naturally in all the graces that adorn and beautify life, we must teach him the most beautiful stories; if we would have this growth continue and broaden and deepen as he advances in years, we must teach him biography, selecting those lives that were self-sacrificing for the good of others; then as he grows older still, he will have a good, healthful, vigorous liking and fondness for the best and purest and richest in history and he will wisely select the best for himself."

I believe that there should be some vigorous pruning of the contents of our histories as we find them today. They are certainly not in full accord with the spirit of the higher and broader civilization toward which we are looking.

There is no longer any reason why the wars of our country should be made the most prominent features of our histories. We want to discard from our

course of study that which will teach the youth of our land to love war. We want to teach them to love peace and to promote it in every honorable way. We want to teach them to love this country because it has the best government, the best institutions, the highest sense of honor and justice, and the broadest views of humanity. Then, if war must come, every American boy will fly to the defense of his country as every noble youth springs to the protection of his mother when her life is in danger, not because he loves war, but because he venerates his country.

I heard some terse remarks along this line of thought by a prominent speaker some days since. He said in substance: I have no sympathy with the statement that the best way to ensure peace is to be prepared for war. He declared that what is true of nations is true of individuals, and if any one thinks that the best way to insure one's personal safety is to be prepared for trouble, let him fill his belt with revolvers and his boots with daggers and begin a journey southward crying peace, peace, and he will be shot down before he gets half way across the state of Kentucky. But let him start out open-handed and he can circumnavigate the globe unmolested.

I believe that much valuable time is wasted in the study of the wars of our country. They have a rightful place in our encyclopedias, but in our curriculum they should give place to the deeds of heroism in civil life and all those things that tend to show the humanity, the benevolence, and the unselfishness that is daily exhibited in our American life.

It was said recently by a prominent divine of this state, "God had his guns turned on the battlefield of Gettysburg for 250 years waiting to see if we would take the missiles out, and then those guns were fired in the dreadful havoc of

war." A careful and systematic teaching of the fundamental principles of our government with a view to the correction of some of the social evils of this day may enable us to remove the missiles from the guns that God may have turned on other fields and remove the possibility of our country's being again drenched in blood.

I think that there should be established in every school a sort of literary bureau where the pupils will be taught to clip from our papers and magazines and from every available source the best things in current history for use and study in the public schools that they may keep in touch with all that is pure and good in our national life. With this idea of a bureau of general information in current history along with the oral lessons in general history running through the first six grades, let there be introduced into the seventh and continuing through a part of the eighth grade a more careful study of those features of our histories which tend to show the rise and progress and spirit of our institutions and the growth of our national life, and then in the second or third year of our high school, let there be a most thorough review and study of the constitution and everything that has tended to our growth and prosperity in civil life, eliminating therefrom as far as possible all that may arouse or stimulate a spirit of war, and we will send our pupils out from our high schools to form a higher and better civilization—a civilization whose cardinal principles are liberty and peace. I believe in the correlation of studies as suggested by the committee of fifteen. It is only when we have the right proportion of heat, light and moisture and the proper ingredients of the soil in their rightful proportions that the plant receives its highest development and growth. Let one of these be lacking in its proper proportion and

the plant is dwarfed more or less in all its parts. What is true in the realm of nature, it is fair to assume is true also in the realm of mind. We need to have developed the power to reason, to classify, to retain; the powers of imagination, concentration, judgment, justice, etc.; in a word, there should be a development of all the powers of one's being, such as will equip him for the several institutions which surround him, the family, civil society, the church, and the state. The development of all these powers is what has made it necessary to broaden our course of study till every grade demands music, drawing, physical culture, natural science, and all the other branches now found in the course; each has its function in the development of the intellectual life just as light, heat and moisture have their functions in the development of plant life, and it is not easy to conceive of even one of these being dropped from the course of study without dwarfing in a measure all the powers of the child. The chief difficulty is not in the great number of studies, but in our inability to recognize the rightful functions of each that we may not give some undue prominence over others.

I want to add here my approval of the contribution to the curriculum, made by the Pallas Clubs throughout the state, supplementing and reenforcing the study of fine selections in prose and verse with photographic or other productions of the world's great masterpieces of architecture, sculpture and painting. The study of these pictures, the attempt to describe them, or to represent the ideas they convey as a whole will enrich the thought, inspire the lives, and exalt the purposes of our pupils as well as furnish rare opportunity for the development of their descriptive powers.

Much has been said about arithmetic being studied seven or eight years. The

thought some would convey, it seems, is that we give seven or eight times as much time and importance to arithmetic as we give to algebra or plane geometry. This would be true if the child was as strong at six, seven and eight years as he is at fifteen and sixteen. I agree that there are subjects in the arithmetic that may well be omitted, and others that should be greatly curtailed, but I cannot endorse the statement that five years, meaning the second to the sixth inclusive, is sufficient for the study of arithmetic. The child has not at this time laid sufficient foundation for the study of the higher mathematics. The first elements of algebra and geometry are much easier than many subjects in arithmetic and may with propriety be introduced in the seventh or eighth grades alternating with the arithmetic; and this in my opinion would be wise and proper provided that later on in the course a thorough review of the principles of arithmetic may precede the more difficult work in algebra and plane geometry. If arithmetic is dropped too soon, algebra will be found more difficult and more time will have to be given to it with a strong probability that the child may become disgusted with it and possibly with all higher mathematics. I think that we want to build solidly the foundation in arithmetic, both written and mental, and then with a thorough study of algebra and plain geometry, all the higher mathematics will be comparatively easy.

I have made no reference to the reading for the reason that there seems to be less demand for a discussion on this subject than on some others. The text-books with their nicely graded selections together with the vast store of excellent supplementary reading makes the teacher's equipment in this line complete, and the only concern we need to have in this matter is to see that the work outlined by the Committee of Fif-

teen be placed in the hands of the whole-souled, true-hearted and efficient teachers and the results will be eminently satisfactory both to the patrons of the schools and to the state.

There are some who want to charge all the ills that a child is heir to to the curriculum. If a child stops on his way to school every morning and gets a nickel's worth of candy and then complains of any ill feelings or lack of appetite it is charged to the course of study. If a girl or a boy goes to card parties, theaters, or dances two or three nights a week, returning home after midnight, and then does not always feel vigorous and strong, it, of course, was not due to the broken rest, the late hours or the fashionable dress or any unhygienic conditions in the home, but to the curriculum in the high school. I do not believe that the curriculum has much to do with the ill health and the nervousness of the pupils. That if the schools are responsible in some measure, it is due to the anxiety and excitement that precedes

stated examinations—especially where a child's promotion hinges on the term or final examinations. I believe a more thorough study of hygiene, even though it adds to the curriculum some, is the best way to teach the people that the ills of the pupils are not due to the course of study in the public schools, but to conditions, for the existence of which the parents themselves are chiefly responsible. The study of school hygiene and home hygiene, alternating the work, ought to have an important place in our curriculum; and nothing perhaps would make more interesting reading than a full report of the customs, habits and hygienic conditions of those homes out of which comes so much faultfinding with our curriculum.

The pale faces in those homes due to conditions for which the parents are almost wholly responsible furnish, I think, the chief inspiration for the classic literature on the "Murder of the Innocents" in the public schools.

LIMITATIONS OF SCHOOL CURRICULUM.

BY ARTHUR POWELL.

While the Committee may not have so intended, it is assumed in this paper, that the limitations to be considered are those of the Public School Curriculum.

In view of the object of education by the state the limitations of the course of instruction in the Public Schools will be those demanded by the highest good of the state and by the nature and healthy development of the child.

In other words, what education ought the state to furnish in its Public

Schools? What studies and what training are best adapted to give the most desirable mental furnishing and to secure the most symmetrical growth of body and soul?

This subject can be discussed, and more satisfactory answers given to these questions only in the light of the history of good courses.

For, what the highest good of the state may demand at one time determined by its ability to support, may not be adequate at another time.—Or, what

the condition of society at one period may require may far surpass that of another time.

For some time after the establishment of our public school system the number of studies was quite small. In recent years the number of subjects taught has been steadily increasing, until it is seriously questioned, by some, whether we are not going too far in our provision for education at public expense.

The primary object of education at public expense in a republic, is the self-preservation and development of the state and the happiness of the citizens. It follows, then, that whatever accomplishes any one of these three objects best may be made a part of the public educational system and what is absolutely necessary must be so incorporated.

A glance at the history of education discloses the fact that public education has been deemed necessary from very early times. At one time it has emphasized the physical phase of education; at another, the intellectual; and at a third the practical. The highest interests of society are best met only, when there is a judicious combination of all three.

That we may have men and women well developed and healthy in body, there must be some attention to the structure of the human body and the laws of hygiene and healthy exercise.

It would seem highly proper, then, that the state should provide for physical culture.

The welfare of the state certainly depends upon the exact knowing and thinking of its citizens. In no field of thought is the ability to reason from cause to effect more needed, than right in the management of the affairs of the government — the state. In no field is a larger knowledge desirable. Since the state absolutely needs this high form

of intellectual training and furnishing for the management of her own affairs and since these servants, her officers, may be taken from any portion of her people, it follows that to get the highest and most efficient service she must encourage the largest intellectual equipment.

Under the head of the practical in education ought to be included not only the studies that give training in correct action — moral, religious and political, — but also that which relates to business and the industries. The permanence of the government will depend not only on the knowledge but also upon the motives that guide the citizens in their relations one with another, as well as those that control in serving the state. — To serve the state with an appreciation of the advantages granted by the government and a desire to have the state prosper is the right motive. — As labor is intelligent, industrious and skilful, it produces larger wealth and helps to improve the condition of society. The state must therefore be interested in whatever makes society better.

Since the welfare of the state in a republic depends so completely on the education of the people, the limitations of the course of study fixed by the state should be determined only by the *ability* of the *community* to meet the expense.

What are the limitations of the course of study that should be determined by the nature and healthy development of the child, body and soul? To answer this question we must ascertain the nature of the child and determine what is healthy development.

It is natural for the child to want to play, to want to take exercise, to want to know, to learn by means of the concrete object, to begin to reason and to remember quite early; in fact to perform all the mental operations that the

adult does, but in different degrees of accuracy.

The healthy development of the child will be secured by attention to the proper subjects and appropriate exercise thereon. The acme of success is attained, in this line, when the greatest amount of useful knowledge is obtained and the largest mental power is acquired with the highest pleasure on the part of the child.

This means that there ought to be a place in our educational economy for the kindergarten and kindergarten methods in the grades. In fact, this general idea of making the acquisition of knowledge pleasurable and at the same time securing the normal development of the faculties is, as I see it, the new education.

Then, in fixing the limitations of the course of study as determined by the nature and proper development of the child it seems to me quite desirable to keep in mind the essential thought of education expressed by Pestalozzi, Froebel and Spencer in the following: Pestalozzi says: "Whatever, therefore man may attempt to do by his tuition, he can do no more than assist in the effort which the child makes for his own development. To do this so that the impressions made upon him may always be commensurate to the growth and character of the faculties already unfolded, and, at the same time, in harmony with them, is the great secret of education." Froebel says: "Education consists in leading man, as a thinking, intelligent being, growing into self-consciousness, to a pure and unsullied, conscious and free representation of the inner law of Divine Unity, and in teaching him ways and means thereto." Spencer says: "To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educa-

tional course is to judge in what degree it discharges such function."

In harmony with these definitions the first subject in importance, if not in order of consideration is religion, or perhaps some would call it moral culture. Religion regarded as "the healthful development and right life of the spiritual nature, as contrasted with that of the mere intellectual and social powers."

This, excludes sectarianism and doctrinal teaching. It *includes* the teaching of all moral principles and practices that will help to make conscientious men and women who are true to and moved by the highest impulses of humanity.

The subject of language which includes reading, spelling, composition, grammar, and literature should claim the attention of the child in some form in nearly his entire school life. These branches of study are all taught in most American schools by rational methods and with due consideration for the proper development of the child mind. It is the exception and not the rule where the child of nine years is required to define and understand such words as Mrs. Lew Wallace gives as an illustration of the language teaching of the schools in the following list: Aphocrasis, apocope, paragoge, paraleipsis, diocrasis, synocrasis, and tmesis. Mrs. Wallace remarks that there are famous speakers and writers who never saw these words.

Allow me to remark that I have made some effort to acquaint myself with the courses of study in use in this country and have spent a week at a time in visiting the schools of different cities, east and west, and I affirm that there is not one school in a thousand where such teaching as she holds up to ridicule can be found.

There is not an experienced superintendent in the country that will endorse

such teaching. Why should the work of the schools be measured by such a standard?

The work in Arithmetic in the schools has been very greatly improved in recent years by the elimination of much useless matter. It is seriously questioned whether the time given to Algebra in the eighth grade can not be more profitably spent on mental arithmetic.

By the cultivation of observation, comparison, memory, and the power to discover causes and applications, geography, history, and civil government become essential studies for the child. The facts presented must be adapted to the age and comprehension of the pupils. As a preparation for geography there should be some nature study that will delight the child and make him forget that he is studying.

I confess that I have been rather slow to adopt the extreme views of the nature study advocates, yet I am convinced that a certain amount of this study should be made a part of the primary teaching, if for no other object, than to give the children the pleasure which will arise from such study.

But there is a great educational benefit coming to the children in their being taught to observe and know something of their surroundings; in the material for language study; in the interest in things that will lead to a knowledge of the useful sciences, care must be exercised that the enthusiasm does not cause the essentials to be neglected.

In speaking of this phase of the subject I am reminded that this is another point of attack of Mrs. Lew Wallace in her "Murder of the Modern Innocents." She ridicules the plan of study of trees, flowers, and birds and the pleasure thus obtained preferring evidently that the children follow their own sweet wills in their amusements, and charging

"that over education is slaying its thousands."

Can it be possible that one who would assume to criticise our educational system and instruct teachers how to teach, knows so little of the nature of child mind?

My impression for some time has been that, if the activities of the child are so directed that delight is taken in the pursuit of knowledge the rest afforded by the change of subjects may prove a real recreation, and play for the purpose of recreation will not be so necessary. I do not say that play is not necessary but I do say that the acquisition of knowledge may be so planned, that it will be recreative in its effects.

Watch a group of children wander through the fields or woods; note the pleasure with which they make this discovery, or that. Will you say to me there is no healthful enjoyment in that? It is simply a different method of seeking pleasure from that of the play-ground.

This brings me to the question whether by the addition of drawing, vocal music, nature study, temperance physiology and similar studies we are over-loading our children with non-essentials and neglecting the essentials of an education. That seems to be the tendency of the times which thoughtful superintendents are struggling to check. This is due in no small degree to the fact that we live in a day of fads.

However, in the best schools the plan is to give to the essentials the time necessary to their thorough mastery and by alternating drawing, music, nature study and other studies not regarded essentials yet having an educational value thus to secure a harmonious development.

It is remarkable what learned criticisms can be written when there is a dearth of knowledge on a subject. Listen to this from Edward Bok: "Each

year there are more than fifty thousand children whose health is shattered by overstudy. It is putting the truth mildly to state that of all American institutions that which deals with the public education of our children is at once the most faulty, the most unintelligent and the most cruel." Or this, "the child is being permanently crippled by a cramming system of education which is a disgrace—a stinging rebuke to American parentage."

This he calls the national crime. If Mr. Bok and Mrs. Wallace had taken the trouble to acquaint themselves with the systems of education in France, Germany, England, and the United States, and then have spent some time in visiting American schools, I am very certain they would not have made any such rash statements as they have. The "Murder of the Modern Innocents" is caused, not by overstudy in the schools, but by the failure to have proper restraints thrown around our children in the hours they are not in school; by the vicious habit of cigarette smoking; by the unhealthful styles of dress of the children; by the foolish indulgences granted to children by their parents; by the early introduction of children into society. For every child injured by overstudy, there are ninety-nine harmed by the above influences.

Let Mr. Bok and Mrs. Wallace accomplish a reform on these lines then they may proclaim to the world the redemption of the "Modern Innocents."

That we have defective schools in this country no well informed teacher will deny, but that our school system merits so sweeping a condemnation, no fair minded person conversant with the facts will affirm.

If it is true that the too long hours and too many studies are the causes of all the ills of the American youth, how does it happen that in Germany, the country in which there are the stur-

diest and most intelligent people, they have from five to six hours in the school day, with from five to five and a half days for the week and forty-two to forty-five weeks in the school year with more studies per pupil than we have?

I repeat, it is the manner in which the time is spent out of school, and when it is not spent on books that is causing the murder of the modern innocents.

People who talk like Mr. Bok generally want their children to have things so explained that they can just absorb the learning without any effort. What we need is a reforming of our ideas of what constitutes real study and of the proper occupations and restraints for children out of school and a recognition of the fact that school is a preparation for life, that the highest pleasures are not found in the amusements generally engaged in by our youth but in the delights of a happy home in which there is a lively interest in the pleasures of the children in learning.

Instead of picking out some blunder and holding it up as representative of the whole system let us pause and consider what our system of free schools is doing for our people.

Look at the practical business courses that are found in the best schools; consider the large number of youth prepared annually for college in the public schools; look at the general intelligence of our industrial classes; consider the development of the characteristic of inventiveness. Are these evidences of the stultifying effect of education?

It may be instructive to compare the subjects of instruction in three countries. The following are the studies for a child of ten years of age who has passed regularly through the grades:

France: French,—reading, spelling, writing, grammar, composition. German or English, history, geography.

arithmetic and geometry, stones and soils, drawing.

Germany: Religion, German,—reading, spelling, writing, arithmetic and elementary geometry, singing, drawing, history, geography, natural science, gymnastics or needle work.

American: English,—reading, language work, spelling and writing; hygiene, arithmetic, drawing, geography, nature study—observation lessons, etc., music.

It will thus be seen, that the limitations in American schools have a narrower range than have those of either of the other countries. The variation

in our favor is still greater in the grades above.

In our enriching our courses we must be careful not to overburden our pupils, although the enrichment may secure an earlier admission to college. While I have argued for a liberal provision for education yet care must be exercised that the great object of public education is subserved; that the nature of the child mind and the healthy development of body and soul are constantly regarded.

Then will result the highest good to the state, and the greatest happiness to the individual.

A RATIONAL SYSTEM OF PROMOTIONS.

BY FRANK J. ROLLER.

In the natural world there are twilight hours when no man can say "It is day," or "It is night." Later one condition gives place to the other until no man can deny that it is day, or, it is night.

The natural law in all the vegetable world where cell aggregation guided by that indefinable force which we call life works out her perfect forms under fixed and unvarying laws, is, "First the blade, then the ear, then the full corn in the ear," a gradual process.

In the life of every man there comes a time when no one can say, "This is a boy," or "This is a man," but there comes a time when all the world says, "This is a man," and he of whom it is said pays tribute to the same thought when he realizes for the first time the meaning of the words, "When I was a child I spake as a child."

In every human the evolution of intelligence where it is visible to us in that part of its course, short however

long, from cradle to grave, is gradual. There are no windows of the mind opening to the sky, where lifting curtains let in a sudden flood of light. The human mind by every known law of psychical activity, knows no sudden expansion, but reaches its full measure and power, not by sudden bounds, but by the natural unfolding of its capabilities and possibilities. This is nature's law of growth. Nature should be studied. Strange it is that while we admit the Baconian philosophy in science, we should be, at the same time, so unphilosophic as to disregard this principle so largely in some phases of school management.

The law of gradual development is not observed in schools where steps and half steps, annual or semi-annual promotions hold iron rule; where long intervals between classes make it necessary that the pupil who, entering school is not quite able to reach a certain grade, or who returning after a

month's illness, must be dropped back a year, or a half year in his work. I am here this morning as an advocate of greater elasticity in school management; more rubber, less iron.

I come before you with no spirit of unkind criticism of those who differ from me in opinion; rather I am here to-day to place a garland upon the brow of any man who is loyal to his convictions, and who "follows the light as he sees the light." There are people, however, who are not conscious that they are working in the cellar, and who should go at times to the house-top, where there is light. "Light, more light."

Brother! If you feel to-day that I am groping in the dark, in the discussion that follows will you not kindly lead me to the stairs?

Do not think that I am an iconoclast, with sacrilegious hammer going through the educational exhibit to shatter every statue that the people admire, even if it has served its day. When, however, I find people on their knees before the images, with admiration turned to worship, I feel that not sacrilegious but righteous is the hammer that shatters the idol which has deprived them of their common sense, and caused them to forget the commandment, "Thou shalt have no other gods before thee."

In an old book which I have in my house, I one day read of a people who encamped at the foot of a mountain, and who thought themselves to be very religious, but when their eyes were opened upon the return of one of their number who on the mountain-top had been face to face with God, they found that they had been worshipping only—a calf. Moses! Moses! Come down to-day from the mountain.

Brother! What is on that altar of thine? Are we blind worshippers of the lock-step and the machine, dead

forms and usages that belong to the past, or are we to-day untrammelled, at the door of the twentieth century looking out upon a new era where all things educational move, without possible collision, in one great circle whose center is the child.

Oh, for the enfranchisement of human action in all departments of the world's great workshop! When men will not do things this way to-day, because those before them have done things that way throughout the past. When men will not unquestioningly follow because some one says, "This is the way."

I am ready to wage unrelenting war against any man who goes through the world tearing down and, who, instead of building a better where the old once stood, goes away leaving the streets full of wreckage with which to impede the feet of progress; but I hail the man or the movement that removes with reverential hand the old and once useful, that a better and more useful may rise in its place. It is in the hope that it is in the spirit of the latter that I approach some public school customs and fossilized remains of things in school administration that once had life but which now, as we see them, should be of more interest to the educational geologist, than to the man whose altruistic spirit of the new education seeks life, that he may impart life. For these dead things there should be neither part nor lot in the first resurrection.

Before I undertake to discuss a rational system of promotions you will, therefore, permit me to remove some things that are now on the ground where the program maker holds me responsible for the erection of a building. I have no thought that I can rear a palace beautiful, or a cathedral vast, but simply begin an educational temple which hands more worthy than mine will finish in days that are to be.

I. therefore, take exception—

1st.—To the course of study that is nailed to the calendar.

A definite and systematic course of study, with proper attention to the co-ordination of studies, seems to me to be absolutely necessary. What constitutes each year's work in the fixed course should be definitely understood, but, at least below the High School, no attempt should be made to make the beginning and end of years as fixed in the course of study, correspond to the beginning and end of the school year. These fixed points in the course of study should answer for milestones only.

I fear, however, that in altogether too many schools of this country a definite amount of work is provided for each year with the intention that the work shall begin in September and end in June. It is possible I do not see it as it is, but this seems to me to be irrational.

No maker of a course of study is in possession of sufficient facts to enable him to prepare, years in advance, such a course as will meet the varying needs of pupils who are to spend just one round year,—no more, no less—upon that work.

To have an exhaustive and detailed knowledge of the text and subjects which he would expect to have the pupils cover in a school year, would be the least part of the problem to be solved.

To provide a "calendar nailed" course of study for any year, the maker of the course must know with what thoroughness the pupils come from their previous work. This he can not know absolutely, and in some cases, can not know with any great degree of satisfaction, as every superintendent will bear witness that, by reason of an ever shifting population, he receives yearly from other cities and

towns many pupils whose whole previous work can not be fully tested before they are located in the grades.

He needs to know the home life of the pupil that he may know what weights or wings come to him by both heredity and environment. This in a town or city of any considerable size he can not know.

He needs to know the teacher who will direct, and not carry the pupil over the new ground.

He needs the vision of a seer, to know just where measles and scarlet fever, fire and flood, and all the accidental in life will appear in that course of study, that each may be properly correlated, or the fever may not come with the study of stocks, and the fire not under the head of insurance.

The interplay of varying and fitful elements that enter into the problem makes the "calendar nailed" course of study a very questionable procedure in school management.

In a rational system of promotions such as I shall endeavor to outline, I would say to finish a year's work when you are ready to finish it. If one grade can finish in April that which is marked as a year's work, in the printed course of study, let those pupils begin September work then and there. If another grade by reason of various handicaps can not thoroughly and satisfactorily finish the year's work by June, do not attempt to crowd the pupils and get thereby, imperfect work, but let them finish in October or whenever ready.

This, it is true, means close supervision and additional responsibility for both teacher and principal as well, but the school is created for the child and not the child for the school.

Further, why can not a boy in March understand the nature of a common fraction, just as well as in October? Will a participle or the subjunc-

tive mode, be any more elusive if overtaken in November than if sighted in February? Are there seasons or times when, according to our "divine philosophy" or some theory of the Herbartians, the bones of the skull become thinner, so that the highly charged educational atmosphere of the school room reaches the brain more easily than at other times? In this I do not fail to recognize that certain work goes with the season. Buds and blossoms for the spring time, and garnered harvests for the Autumn.

I take exception —

2nd. To rigid intervals between classes. This is necessarily a corollary under the general proposition implied in my first exception.

Is there any valid reason why a fixed amount of work should be kept between any two classes in a school system? Yet, from some echo corner I hear a teacher's voice saying, "No, children, we must not go any faster, or we shall overtake the next class."

If the class below can close the gap between it and the class next higher, why not let it do so? The logical sequence of this is that it will remove all regularity of intervals between grades, but should not such regularity be abolished when it stands in the way of the child? The school is created for the child, and not the child for the school. No grade should be required to do a certain amount of work simply because the course of study calls for it, but every grade or group in the grade, should do its best, whether that be more or less than provided in the course. This is a part of my pedagogical creed.

I take exception —

3rd. To holding forty or fifty primary or elementary grammar grade pupils together as one class through the year.

This is, in its essence, unnatural and unphilosophic. These children do not need even food the same in quantity and quality. The hardy, rugged lad on the farm, who is out at five o'clock in the morning, and does three hours work in the fresh air before walking a mile to the village school, does not need the same bill of fare as the delicate town child that is called out of bed when the first bell rings and is hurried off to school the morning after the evening party at which they all had "a perfectly lovely time, and lunch was served at midnight, after which all left, feeling that Miss Blank was a delightful entertainer."

Friends! I want to say in passing that I have no sympathy with this modern cant that the schools of to-day are over-working and killing the children. Such individual cases may occur here and there, but where Pedagogue Saul has slain his thousands, the lack of parental control as seen in childhood in society ahead of its years, is the David that has slain his tens of thousands. But I am digressing.

If forty or fifty children in a school do not need the same physical food, transcendently greater is the inconsistency, as I see it, of attempting to administer the same nutriment to all minds. The inconsistency may be expressed mathematically by the ratio which gastric juice holds to a sense perception. (The physiological psychologists are requested to meet in the parlor at the close of this session!)

What we recommend, then, is that in such schools, though the pupils come together as one school at the beginning of the year, a sifting or classifying process be begun at once so as to form two classes.

You will observe that my pendulum bob is stopped short before it swings out to the extreme of the grouping system. (With apologies to Boston.)

I would advise that we stop with the division of the school into two classes, unless the limited number of rooms in the building or other conditions make further classification necessary for the good of those taught. In cities where an unusually large number of children are sometimes housed in one building this close classification may be made and we have but one grade in the room. This is not at variance, but in harmony with the principle laid down.

With two classes in each of the rooms of a fairly large building, we approach the ideal condition where the graded school is seen to be an inclined plane, and not a series of steps.

I take exception —

4th and last, to the too common custom of having a child remain to the end of the term in a grade not suited to his needs.

This case assumes two forms, and includes (a) The child that could do more work and would do it gladly if given the opportunity, and (b) The child that is already on too far to work understandingly, or that can not connect present acquisitions of knowledge with things previously acquired.

By a sifting process which should be carried on continually, both cases should be discovered and the remedy applied at once. The child that can do more

work should be given a chance to do it. The one that finds the work too heavy should at once take his place in the lower class and not wait for demotion at the end of the term after being carried for months over work which he was unable to do, but with the conscience deadening thought in the mind of the teacher, that the child "will get this all over again next year."

To summarize in conclusion; I have recommended four things —

1st, — That we do not nail the course of study to the calendar.

2nd, — That so far as practicable we abolish fixed intervals between classes.

3rd, — That large classes of children be divided into smaller groups, the number depending upon existing conditions.

4th, — That promotions and demotions be made every day in the year, in order that pupils may be kept in the grade where they will derive the most benefit.

The child that can do the eight or nine years of work below the High School in less time, should have a chance to do it, and from experience I feel justified in saying, that the child will have that opportunity with such a system of promotions as I have endeavored here to outline.

SAFEGUARDS FOR ADOLESCENTS.

BY S. P. HUMPHREY.

The caption of this paper presupposes or assumes that safeguards for adolescents are necessary. The mere fact that in a large body of individuals closely in contact as in our public schools, there are many opportunities for the use of improper, vulgar, obscene and profane

language, makes it plain that every precaution should be taken by teachers and school officials to protect children from this source of apparent evil.

The child's first introduction into society is in the home. In the home the child learns, ere it is of school age,

many of its rights and duties too, if the home be a well regulated one. If the home be one in which the parents are ignorant, immoral, depraved, or vicious, the child will inherit these tendencies or traits of character and cultivate them as certainly as does the child in the model home take upon itself the impress of its surroundings and reflect them in its conduct.

There meet in the American public school, on terms of perfect equality so far as rights and duties are concerned, children whose parents are preachers, lawyers, doctors, teachers, merchants, saloonkeepers, farmers, laborers, of almost every nationality—children of all sorts of temperament, and of every shade of color from the ebony to the pure white. Children from Christian homes are placed side by side with those who are illegitimate and whose homes are of a questionable character.

Here are jumbled together, so to speak, in embryo, little criminals, little demons and little angels, and we sincerely fear that the proportion of the first two is much larger than we sometimes realize. The question naturally confronting every thoughtful teacher is "How am I to manage or handle my pupils so the good influence of the good pupils will be preponderating, or how shall I preserve the good that manifests itself in my pupils from contamination by association with bad children on the playground and in the school room, and, at the same time, call out the good that lies dormant in the children that appear bad, and whose home training has been essentially bad and whose parental example has ever had a downward tendency?"

What are the teacher's professional obligations? What has the state and the community a right to expect from their servants, the school teachers? The object of the state in maintaining schools at public expense—the annual

expense of our nation's public schools approximates two hundred million—is to produce good and desirable citizens. I mean good and desirable in the sense that they shall be loyal to the government, moral and upright men and women who are capable of making an honest living and who will not become objects of public charity through their own vice or misconduct. The theory of our government contemplates a universal diffusion of knowledge and a high standard of morals and virtue among the masses, whereby it shall be sustained and perpetuated. Any system of public education that does not have in view such a training and purpose, does not merit support or maintenance at public expense.

To understand just where we stand and what our duties are, let us ask: Does the state want paupers for citizens? Does the state want falsifiers, robbers, murderers, criminals of any sort for citizens? Has the state any such citizens now? If so, are they rearing children? Do the children of such parents attend the public schools? Do they bring their inherited tendencies to school?

How are such inherited tendencies to be transformed by educational influences so as to change the current of the lives of their possessors? Can a bitter fountain send forth sweet water?"

Many children never meet a spirit that is really inspiring and ennobling till they enter school as pupils. How responsible the teacher's position! That boys and girls need constant watching and guarding is an ever admitted fact; this applies equally as well while at home and on the street as at school.

What are the crying vices of the present generation of school children? We answer that the most noticeable ones are vulgarity, profanity, obscenity and a growing disposition or tendency to ignore, question, or disre-

gard rightful authority, if that may be called a vice. Where and how shall our profession begin its work of reformation? For these are certainly evils, and evils that call for remedy at our hands.

Much of the moral influence of the school emanates from the moral life of the teacher. Dr. White well said, that were he called upon to place a motto over the door of every school room in our land, he would write: "No man or woman shall enter here as teacher whose life and character are not fit for the young to copy." The first school safeguard lies in the life and character of the teacher as lived by him in the school room and community. Children in the lower grades of school often look upon the teacher as far superior to their parents, which is not infrequently a correct estimate. The teacher by reason of his position exercises a commanding and lasting influence upon the child. His words are quoted by his pupils and given as authority upon all questions, concerning which he has expressed an opinion before them. His appearance and dress are admired, and his acts imitated. He imparts his very soul and spirit to his school. This is done whether he will it or not. It goes on through the sphere of unconscious teaching.

Emerson says, "It makes little difference what the studies are; all turns on who the teacher is."

If the teacher is as cold and dead as an icicle, the pupils do not need to be apprised of this lamentable fact; they will experience a cold and icy chill from the teacher and realize it fully as sensibly as they will a warm and sunny atmosphere emanating from the same source.

Much of the safety of adolescence, indeed, very much, is to be laid deep in the foundations of character before that period is reached. The period of adolescence in males extends from the

age of fourteen to twenty-five years, and, in females, from the age of twelve to twenty-one years. It is during this period of life that restraint from the improper indulgence of passion is of most vital importance in the formation of habits, since these will develop into character. Every care and possible precaution should be employed to prevent a fall. Every evil suggestion by word, act, or sign of any kind or sort should be carefully avoided.

Fathers and mothers, when their boys and girls are at a proper age, should have confidential and pointed conversations with them on the relation of the sexes. This, generally speaking, is a duty of the parent and not of the teacher.

Robert Burns describes a model home, that of a minister who entertained the poet over night. The bard was so deeply impressed that he wrote his impressions of the home in verse and left the poem as a tribute of respect, in the room where he slept:

"Oh, thou dread Power who reign'st
above,

I know thou wilt me hear,
When for this scene of peace and love,
I make my prayer sincere.

The hoary sire—the mortal stroke—
Long, long be pleased to spare,
To bless his filial little flock
And show what good men are.

She, who her tender offspring eyes
With tender hopes and fears,
Oh, bless her with a mother's joys,
But spare a mother's tears.

Their hope, their stay, their darling
youth,
In manhood's dawning blush,
Bless him, thou God of love and truth,
Up to a parent's wish.

The beauteous seraph sister-band,
With earnest tears I pray,

Thou knowest the snares on every hand,

Guide Thou their feet always.

When soon or late they reach the coast,
O'er life's rough ocean driven,
May they rejoice, no wanderer lost,
A family in heaven."

Would that every home of our republic were worthy of such a sentiment and the altar of such a daily prayer!

The church has her great part to perform in the work of protecting the youth. A source of weakness with the church in this great field lies in the fact that so few of our young people come directly within the sphere of her saving influence. A comparatively small percent of school youth attend Sunday-school or church. This leaves the major responsibility of molding and protecting the character of our youth to the home and the school. I do not wish to appear pessimistic; however, there are some startling facts which an investigation of school society will reveal.

When girls from fourteen to seventeen years of age, who are in the sixth and seventh grades in city schools are occasionally compelled to drop out of school by reason of a delicate condition, it certainly is time for educators, ministers, and moralists to be alarmed. We believe the state should throw the protecting arm of the law around its youth by enacting and enforcing Curfew Laws. An ounce of prevention is worth a pound of cure, is an adage that ought to hold true in the nature and enforcement of our laws. Why punish a man for drunkenness and legalize and protect the instrument of his fault—the saloon? Why does our government refuse to employ a cigarette smoker and not punish the maker and seller of the article which produces his disease and disability? The proper place to commence doctoring is, where

the cause of the disease lies. Remove the impurities from the blood and the eczema will disappear.

General society has a duty to perform towards its members, which it can not, by any possibility, escape. If boys and girls are allowed to run at large and at will on the streets of our cities at night, without proper guardianship, we may expect to reap theft, licentiousness, vituperation, prevarication, and vandalism. We may not only expect these things, we are reaping them now in too plentiful harvests.

Our truant law in Ohio is a step in the right direction, yet would not the morals of our schools be better and purer without the injurious influence of pupils, driven to school and kept there by a truant officer?

I firmly believe that pupils that have to be forced by an officer of the law to attend school, should not be placed in the schools in such a way as to contaminate the morally pure children, but, in cities where such an arrangement would be practicable, they should be placed in separate schools, composed exclusively of pupils of their own class, and be subject to special rules and be taught by teachers especially adapted for such work. It is unquestionably very demoralizing to children of good habits and good morals to be associated on the school playground and in the school room with those whose lives are degraded and depraved—little criminals, in short. Children whose home and street training have made them unfit for the association of children not so affected, possess just the same rights at the hands of the public as others and the manifest necessity for moral training for them is far greater than in the case of those who have been trained properly by their parents, but the public good does not demand the general assembling of good and bad together, so that by as much

as the bad are made better by association, the good are made worse by the same process. Bad children need reforming and uplifting, but this should not be done at the expense and risk of pulling others down. Pupils with good morals have certainly a right to be separated in educational work from those whose influence upon them would be injurious. Besides, the community's moral interests are not advanced by a plan of education that does not raise the standard of morals, which can not be done by a scheme that advances the morals of some children only at the expense of a like number of their associates.

The associations on play-grounds where six or seven hundred children are mingled together in a comparatively small space of ground are very damaging to good morals. Here many children learn what they ought not to know and become wise far beyond their years. The strictest surveillance on the part of teachers cannot wholly counteract the evil effects thus arising. We need smaller school buildings in cities, smaller numbers of pupils together, and larger play-grounds, and a separation of the vile from the chaste and pure.

The Prussian maxim, "Whatever you would have appear in the life of the nation you must put into its schools," is sound and wise in theory and should be observed in practice, but a slight modification of it would aid us in protecting the youth.

Make it read, "Place teachers in charge of our schools whose characters are of the very sort you expect to build in the youth." I believe the time has come—no other ought to have existed—when the employment of teachers whose acts in society are known to be imprudent and indiscreet, should be stopped. "Pulls" and relationships of various sorts sometimes keep teachers in employment, year after year, who

have no business in the school room, by reason of the deleterious influence they exert upon their pupils. The teacher's work is so important and so vital to the community and the opportunities afforded the teacher are so numerous that none except those thoroughly qualified should occupy the position.

In our schools are children, begotten in iniquity, born in sin and reared amid vice and crime. Many such receive their deepest impressions and some their first impressions of a loving heart from some honest, faithful, sympathizing school teacher, whose heart and soul are in his work. Such children are often touched into new life—born again—by the ennobling influence of some true teacher. The general atmosphere of the school room and its upward tendencies are powerful and effective agents of moral culture. The unconscious influence of the teacher is so great that many think this alone supersedes the necessity of formal instruction in morals in the public schools.

Dr. Findley has well said: "The degree of faithfulness and efficiency with which school duties are performed, determines, in a great measure, the moral tone of the school. The standard which the teacher fixes for himself, and the standard he requires of his pupils in the accomplishment of the work of the school, go very far towards fixing the pupils' moral standard for life. The pupil who has been punctual and regular in his attendance at school and prompt and thorough in the preparation and recitation of all his lessons for the ten or twelve years of his school life, will rarely fail to become an efficient and reliable man or woman."

As stated above, we are often so impressed with the great influence exerted by the personal force of the teacher over the school that we conclude that formal instruction in morals is unnecessary and superfluous in public

school work. We should not forget the example of the Great Teacher whose personal influence is unsurpassed by that of any other of our race. Yet He taught daily the doctrines and principles of religion and pure morality as well as the practical duties of every day life. We conclude with the belief that the teacher and parent must unite their best and most earnest efforts through both precept and example for protection of our youth. There is no absolute guarantee that even this protection will guide the tender feet of

all youth over the dangerous and hazardous paths of adolescence leading to virtue, chastity, and honor. Much depends upon heredity, yet we cannot escape the conviction, deplorable as the thought is, that every child, to some degree at least, must take its chances in the realm of morals. Teachers and parents can only do their best, in meeting their responsibility to society, to their God, by a conscientious discharge of duty, and trust the results to Him who is able to keep them against that Day.

STATE NORMAL SCHOOLS.

BY JOHN E. MORRIS.

I have great faith in the people of Ohio. I once heard the Hon. J. B. Foraker say on the floor of the United States Senate, in reply to a taunt from a senator from Alabama, "Ohio needs to make no apology to any man or to any state." I agree heartily with our senior senator, although I am a Pennsylvanian by birth and an Ohioan by adoption.

Ohio is unique. She can afford to stand alone in defense of home rule, individual liberty, and freedom from formalism. Her support of educational interests has been most liberal. She was the first state to struggle with the Congressional Seminary land grant. Without experience and without precedent, her first legislature began its early work of carrying out the educational policy inaugurated by the action of the Federal Government in the celebrated ordinance of 1787. Thus she established an educational policy followed by every new state since. She now numbers over two score colleges and universities and is the banner state

in the number of its institutions for liberal culture. In its charitable institutions, which in a way are educational, Ohio is the model of the world.

I say these things for the reason that I have not been pleased with the slurs that have been cast upon our state because we have no state normal schools. The chief end of a state is not to establish normal schools. There are other important industries besides teaching. One would almost be persuaded from what has been written and spoken that there is no other institution under heaven, given among men, whereby we may learn to teach, except it be state normal schools.

There are three hundred and fifty normal schools, public and private, in the United States. Of colleges and universities there are six hundred and thirty. Professional schools number over nine hundred, public high schools over seven thousand, and common schools are without number. Surely there is and has been good teaching in most of these schools, and yet the

teachers in very small part came from normal schools.

Normal schools have had an existence in the United States for more than two generations. If they can turn out a better product than other institutions, they will need no state aid for their establishment and support. It will be a case of the survival of the fittest. In so far as normal schools are academic, they are in no wise superior to other schools; in so far as they are professional, they cut very little figure, for there are only a few normal schools that give anything like good training. Those that pretend to give training reserve it till the last year of the course, and even then the time allotted to such work is short. The principal power developed seems to be the power to criticize. I have in mind a young man whom I know to be a teacher of unusual excellence. His reputation as a superior instructor won for him a call to a large city, where he was placed under a principal who came from a state normal in the east. This principal so harassed and hampered and annoyed and discouraged the young man by criticisms and hair-splittings on the how of teaching that no money could hire him to remain after one year of torture.

Normal schools have developed some good teachers, and I lift my hat to Arnold Tompkins and some others, but they have turned loose a whole lot of puff-balls, who on being punctured, have emitted clouds of the dust of theory. One of these told one of my teachers that she could teach her how to teach a roomful of fourth grade pupils the whole subject of decimals in fourteen minutes, so they would never forget it. Another has been quoted all over the country as saying that it is commendable in boys to quarrel and fight. I once had a principal fresh from one of the best of state normals.

Personally I liked him, but he was impracticable, a lover of theory, a hater of discipline, an ignoramus in the common branches, a profound scholar in psychology and pedagogy, and a man of great capacity for watching other school-rooms at the expense of his own.

A writer of more than a half-century ago in advocating the establishment of a state normal school in Massachusetts, said that the state needed teachers "who possess health, gentleness of manners, fondness for children, purity of character, singleness of purpose, tact and a natural fitness for teaching." There is no disagreement with the writer as to the need of just such teachers, but I contend that normal schools have no monopoly in furnishing them. The same writer also said, "I cannot encourage for a moment the idea that a person who does not understand a subject thoroughly can teach that subject well." This is an argument for the establishment of normal departments in colleges and universities of good repute, inasmuch as the principal part of a teacher's preparation is academic rather than professional. Furthermore a teacher from the normal department of a good college or university has seen some of the world, has come into social relations with other persons of other callings, and has a broader horizon than if he had been cooped up in a state normal school several miles from a railroad. Principal John G. Wight, of the Girls' High School, New York City, is reported as saying that general culture, natural tact, and experience count for ninety-nine per cent of a teacher's success, and special pedagogical training for not more than one per cent. If this be true, is it worth while for Ohio to impose an additional tax on its people for that one per cent? Dr. Boone, quoting Albee, says, "The study of psychology

lies at the foundation of excellence in teaching. It is this body of principles more than all else, which makes teaching a profession and not a mere trade." If this be sound doctrine, there is no necessity to establish state normals in Ohio, for our present institutions of learning are well qualified to teach psychology. Dr. Mayo was evidently displeased with some psychology teaching he had seen, for as long ago as 1887 he wrote that "no element in a normal school is so mischievous as a little, shallow, materialistic professor of psychology."

I do not want to appear as condemning normal schools in themselves. There are many excellent features about them, and they have done considerable good in a professional way. The one hundred and seventy-eight private normal schools in the country certainly meet a demand, or they would not exist, but it is not far wrong to say that the demand is academic rather than professional. To a less extent, the same is true of a majority of state normals. If a state has few institutions of learning and the people themselves are unable to provide more, it may be the part of wisdom for the state to establish a few normal schools as a means of general culture. But when a great state like Ohio, that is rich in private normal schools, that has over forty colleges and universities, that has a wealth of educational and religious spirit, is asked to found a series of state normal schools, the representatives of the state quote scripture and say, "Get thee behind me, Satan!" Away with something that will jeopard institutions of long standing, which have been founded in love and sacrifice, which are dear to the people, which have helped to give the state its prominence in the nation, and which have kept the public schools in close touch with the people. When the people fur-

nish the material means to support the schools, public opinion should mark out the limit of development.

Massachusetts is a great state, but her greatness is not due to normal schools, but to Harvard, Williams, Wellesley and Holyoke. Pennsylvania is no mean state and produced James G. Blaine to pay New England back for Benjamin Franklin, but her normal schools have not taken the lead even in educational work, her leading superintendents and principals being other than normal graduates. New York has some fine normal schools, but E. A. Sheldon is the man of whom we think when New York normals are mentioned. This man and his school did exert a powerful influence for good on American teachers. He started a training school for primary teachers in 1862 at Oswego. It was a private enterprise and he secured a Miss Jones, of England, to come over here to instruct in Pestalozzian methods. Miss Jones was a genius and gained for herself and Oswego a great reputation, which in time caused the state of New York to make the institution a state normal school.

"By their fruits ye shall know them." Massachusetts, New York and Pennsylvania have thirty-five state normals and about the same number of colleges, while Ohio, with one-fourth the population, has two great private normals, several smaller ones, and more colleges than these three states combined. These figures show that state normal schools seriously interfere with the establishment of other higher institutions of learning, the statements of normal school advocates to the contrary notwithstanding.

Is it any wonder then that colleges which have educated such characters as James A. Garfield, Benjamin Harrison, Whitelaw Reid, Calvin S. Brice, B. A. Hinsdale, and a host of other eminent

men, rise in opposition to the establishment by the state of a series of parasites in the form of normal schools that threaten to suck the lifeblood of the educational plant? Where are the teachers who ask for state normals? The teachers of Ohio are not paupers who ask professional training for nothing. They are willing to pay for it. Give them more money for their work and they will see to the proper preparation for that work. The school machinery of our state costs already \$14,000,000 a year—a goodly sum, as much probably as our people care to pay. If five state normals be established, with their fine buildings, expensive equipment, high-salaried principals and professors, the cost of maintenance must be taken from somewhere. We can guess that it will be taken from the rank and file of teachers who now spend yearly quite a sum for professional improvement in the way of books, papers, institutes, summer schools and travel.

Can we afford to build cupolas on the roof of our educational structure at the expense of the foundation? If we do, we may justly deserve the ridicule heaped upon one of the popes who thought to beautify the Pantheon in Rome by building two cupolas on its domed roof. They looked so out of place in contrast with the noble simplicity and solidity of the Pantheon that they were immediately and forever dubbed the "ass's ears."

If there is one thing that advocates of state normal schools claim above all others, it is that normal schools exert a good influence, create professional spirit, and give an uplift and tone to the public school system. Therefore in

all states where normal schools abound, public school sentiment should be strong and public high schools numerous, and vice versa. But let us compare Ohio with Massachusetts, New York, and Pennsylvania, the most normal-ridden states in the Union. The figures given below are from advance reports of the United States Bureau of Education for 1898-99:

Massachusetts has 9 State Normals, 262 Public High Schools, 424 Private High Schools; New York has 12 State Normals, 522 Public High Schools, 901 Private High Schools; Pennsylvania has 13 State Normals, 298 Public High Schools, 300 Private High Schools; Ohio has no State Normals, 1,100 Public High Schools, and 200 Private High Schools.

Massachusetts has one Public High School for every 10,000 population, and one Private High School for every 7,000 population; New York has one Public High School for every 13,000 population, and one Private High School for every 8,000 population; Pennsylvania has one Public High School for every 20,000 population, and one Private High School for every 20,000 population; Ohio has one Public High School for every 3,600 population, and one Private High School for every 20,000 population.

If the establishment of normal schools by the state has a tendency to diminish the number of colleges and universities, to reduce the number of public high schools, and to increase the number of private high schools, academies and seminaries, is it the part of wisdom to advocate state normals for Ohio?

TOWNSHIP HIGH SCHOOLS.

BY S. K. MARDIS.

Schools are maintained by the state for its own protection and perpetuity. The means of education have been, perpetually, guaranteed to the citizens of Ohio and the Northwest Territory; because religion, morality, and knowledge are considered necessary to good government and the happiness of mankind. If we are to have a government of the people, by the people, and for the people, we must have an intelligent citizenship. Experience has demonstrated that it is wiser, and much more economical to educate the youth of the state than to punish the violators of our laws. Justice, equity, and government policy all suggest that every citizen, so far as possible, should be placed on an equality with every other citizen in educational opportunities. This equality cannot be fully established; because the natural resources of the state are not equally distributed. Commercial locations, manufacturing centers, and the fertility of the soil all contribute to the financial basis of education.

Money makes the schools, other things being equal. A poverty-stricken community cannot reasonably hope to have the same educational advantages that a wealthy one can offer if it so desires. It has not the money to secure the best teaching ability, or to furnish other helpful conditions for good school work. This being true, we can see that the state is wholly justified in protecting its life from the threatened blood-poisoning influence of local ignorance, by levying a Common School tax on all the property of the state, and distributing this in proportion to the school enumeration. By this distribution, the

wealthy communities of the state are protecting themselves, and the Commonwealth, by helping the poorer communities in educating the future citizens of the state. From this line of argument, it would seem to be a wise state policy to increase the appropriations for the common schools. One difficulty that confronts the establishing of Township High Schools is the lack of financial support in many townships.

The unfair and dishonest valuation in the listing of property for taxation, and the state's encroachment on distinctly local government are other difficulties in this work. The National Government legislates on what is distinctly national and entrusts everything else to the states, or the people from whom it got its authority. In conformity to this fundamental principle of our government, it would seem fair and wise that the people or their local officers should be free to tax themselves what is necessary to meet the ordinary expenses of local government. Just why the state legislators, as a matter of principle, who as a rule, know nothing about local conditions, and who generally care less except in "making their calling and election sure," should say to the people that they "may" tax themselves so much and no more for general school purposes, or for any other ordinary local purpose, is not clear. The legislative body of Ohio that will enact an honest system of taxation in which all property is listed at its actual value, and will provide the deserved punishment for the assessors, and real estate appraisers who shirk their duty on the "forced sale" pretext as the value of property.

will confer a blessing upon the cause of education and common honesty.

Whatever sins of omission or commission that may be justly brought against the General Assembly, we as a great educational body would show ourselves ungrateful if we should fail to commend our legislators most heartily for what they have done for the country boy, and the country girl by passing the Boxwell Law as it now stands. This has opened the way from many an obscure home to the university, and is pointing out to many a broader and richer life. It will rejuvenate the permissive law for the establishment of township high schools, that has been quietly sleeping for the last twenty-two years. It has brought the subject to an issue. The question, "Which is more economical to establish township high schools, or to pay the Boxwell tuition?" must now be settled by the township board of education.

It is clear, however, that every township should not attempt to have a township high school. Where pupils can conveniently attend an established village or city high school, it will be better, in most cases, for the township board of education to pay the tuition, and in other cases it may be wiser for two or more townships to unite and form a joint township high school. In either of these cases it will be more economical and the educational advantages will be greater than to have a number of small, poorly taught, unwisely managed, and sickly so-called high schools, in which the school year will be indicated by a new high school teacher.

COURSE OF STUDY.

These are local questions which will be settled upon the advantages offered by the town and city high schools, the convenience of attending them, the number of pupils prepared for this grade of work, and the rate of tuition

charged for non-resident pupils. It is most sincerely to be hoped that no board of education will cause a reaction in this great movement by charging an unreasonable rate of tuition for such pupils. It will be wise to charge less than the per capita rate of tuition in the high schools; because these pupils make but little if any additional expense. If the County School Examiners are careful and wise in their examinations, the non-resident pupils will be very desirable accessions, and the numerous boys who come to the town and city high schools from the country will convert more than one "ladies' seminary," as too many now appear to be, into high schools of boys and girls.

The educational influence of the township high school will be very great. The mind and body are so related that only what we become interested in has an influence upon the body, but by the act of doing something for some person or institution, we become interested in that person or institution. By this law of our being, the establishing of township high schools will cause many to become interested in the cause of education. They will have the pleasure of feeling that their community is in the line of progress. The suggestive power of example is also very strong, and it appeals to all of like tendencies as a god saying, "Go thou and do likewise." Every young person who attends a higher institution of learning or who does any noble and commendable act is an inspiration to others. So the pupils who attend the high school will not only be greatly benefited themselves, but they will be an inspiration to the pupils in the lower grades to make the most of their opportunities so they will be able to go to the high school. Nor is this all. The pupils who attend the high school will not only make wiser and better citizens themselves and at the same time be an inspiration to the pu-

pils in the lower grades, but by *going* to the high school they will give time for the teacher in the lower grades to give the little people left there the opportunities that rightfully belong to them. These considerations, alone, should be sufficient to demonstrate to any community that a wise investment in high schools will be very profitable, to say nothing of the richness of character and business ability that must be the outgrowth of uniting these educational advantages with the industrious habits and vigorous, healthful constitutions found in the country homes of a well managed farm.

The social side of this question is too important to be overlooked. It must be clear to the most superficial observer that our rural population is not keeping pace with our city population. Our farms are not being brought up to that high degree of cultivation they are capable of. We have not enough well managed small farms for the good of our country. Our city population is rapidly increasing and making yet more difficult the very complicated problem of city government that the ingenuity of America has not yet been able to master.

We each know of quite a number of intelligent well-to-do farmers who have either sold or rented their farms and moved to town for the sole purpose of giving their children better educational advantages. These families scarcely ever move back to the farm. If we now stop to think that this urban drift is not confined to our own communities, but that it is as extensive as the United States itself, and that it has continued for decades, we may get a glimpse of its vast importance, and its relation to the alarming social conditions that are threatening the very existence of our nation to-day.

In 1790, one-thirtieth of the entire population of the United States lived

in cities of more than 8,000 population; in 1820, one-twentieth; in 1830, one-sixteenth; in 1840, one-twelfth; in 1850, one-eighth; in 1860, one-sixth; in 1870, one-fifth; in 1880, one-fourth; in 1890, one-third; to say nothing of the hundreds of thousands that lived in towns and cities of less than 8,000 population. What influence must this necessarily have on the value of farm property? Desirability is one of the great elements in value. If the most intelligent and cultured families have moved from a community, its desirability as a place for a family home has decreased, and with this has come a corresponding reduction in the value of the farms in this community. The educational question is not the only one that has forced so many farms on the market and consequently reduced the value of this kind of property, but I fully believe it is a much greater cause than is generally supposed. Education and morality do give a commercial value to the property of the community in which they flourish.

It is sometimes said that the improvement of the public highways will enable the farmer to have all the advantages of the city. This is an open question. The improved public highways, the bicycle and the automobile do afford easy and rapid travel, but it will enable the farmer to go from his city home to his farm just as well as it will enable him to go from his farm to the city.

It is not easy to predict just what influence these modern methods of rapid locomotion may have on the rural population, but there is no question about the influence of the township high school. The township high school will help to systematize the country schools, and greatly increase their efficiency by giving new life and new opportunities to all the pupils in these schools. In the more sparsely populated townships

it will tend to introduce centralization with the high school as the nucleus. It will cause many a well-to-do farmer and his family to remain on the farm. This will keep more wealth in the community and thereby reduce the rate of taxation. It will enrich the social life, and make a greater demand for good

country homes which will increase the value of farm property. These conditions tend to make an industrious, contented, prosperous, intelligent, law-abiding, patriotic citizenship, which is the greatest wealth any state or any nation can possibly possess.

THE SELF-TRAINING OF THE TEACHER.

BY MARY WILGUS.

The teacher's work—its necessity and importance; the teacher's responsibility, with the obligations it imposes have been the subjects of discussion so often that it might seem out of place to make mention of them here; yet these fundamental conceptions have been the inspiration of almost all if not all the addresses that have been delivered before pedagogical assemblies since men began to take counsel together upon educational questions; and certainly such a subject as the present one, *The Self-Training of the Teacher*, cannot be properly treated without frequent reference to them.

That education has an object and that the teacher is one important agent in the attainment of that object is admitted by all. Men may differ as to what that object is, they may differ as to the best methods of obtaining it; but no one denies its existence or the possibility of its attainment, and that cost what it may, its worth well justifies its cost. We think that we know in part what that object is, and we believe that some measure of success is granted to him in the attainment of that object who has sought earnestly and intelligently for the means. There is no work so humble and none so unimportant that some training is not need-

ed by those whose office it is to accomplish it; and in proportion as a work bears a vital relation to the best things of life, does careful and successful training become imperative. When we try to grasp the full meaning of education, when we realize that to teach means only in a very small degree to train the pupil into a working knowledge of things that it will be convenient for him to know and that it will be necessary for him to know in order to get along in a world in which he must come into manifold contact with other beings like himself, and that to teach in any true sense does mean and that very intensely—that somehow through the teacher, by his use and control of natural educational forces, the pupil shall be made better and stronger for the present and all the years to come, and that through his strength and goodness, society and the ages shall be better, we must agree that the material with which the teacher works and the ends for which he strives are the best deserving of the highest skill. In the realm of purely material things, it is a fact of any branch of its industry that some material must be sacrificed in learning how to shape it to its best use, and strive as we will for deliverance, this law of the industrial world

is heavy upon us, and exacts of us to the utmost. When precious material is in danger of being handled to its hurt, training and that of the most rigid sort is imperatively necessary. The object of this paper is not to set forth the advantages of a state normal school. Let us have normal schools, as many as we can get, as well-equipped as we can get them, with the strongest teaching forces obtainable and policies as broad as the cause deserves. Let us furnish the teacher who would ably serve his cause with every opportunity and every help. Let us take for granted a sufficient number of such schools. The speaker maintains that the training that can be received in any normal school, the best equipped and the most progressive is insignificant in comparison with that which the work by its greatness demands, and which from the very nature of things, the teacher must give himself if he is ever to become worthy of his work or in any degree equal to its needs.

It seems to me that in our efforts to get the best for our profession, we have strangely overlooked the possibilities of self-training, and the utter lack of anything to take its place.

I take my stand on the universal principle of self-activity. If this is the starting point for the pupil, why is it not with equal logic the starting point for the teacher also? This leads immediately to self-training as the one great necessity, and it is just this that has made every great teacher that the world has known.

A normal school can hardly educate its students into more than an intelligent attitude toward teaching, and I accord this its full value, but the real training of the teacher begins when he comes face to face with his own problems in his own schoolroom. If experience is the raw material out of which our convictions are made, and no one now doubts that it is, how can it be

other than impossible for one to arrive very definitely at convictions as regards teaching until he has taught quite independently and has found the necessity of solving independently in a practical way the problems which confront him? His knowledge must grow in part out of his experience and must keep pace with it.

Good normal training is a matter of no small concern, but of far more importance, of far greater concern, is the training before referred to, that must come after the actual work of teaching is begun and that must be carried on single-handed by the teacher himself if he is ever to receive it. The teacher may get along without the first, but never without the last, and in proportion as he enters consciously and conscientiously into this self-training will he make progress in being a teacher in a true sense.

By the self-training of the teacher I mean a systematic, continuous, and purposeful course of self-enlightenment and self-direction, which takes for granted an intelligent interest in the work undertaken, some realization of its greatness, a wholesome purpose to be equal to its demands, and an openness of mind to receive knowledge from every source.

Broadly speaking, this self-training must take place in two principal directions, in scholarship and school-room skill, and again broadly speaking, must be obtained chiefly from two sources, study and experience.

The teacher must realize that everything is to be learned and that each day must add something to his knowledge. After he has determined for what end he must strive there is a necessity of knowing how to accomplish without too much friction and loss of time the mechanical part of his day's task, so a knowledge of method must be gained; he must learn how the mind grasps and

retains truth, so psychology is necessary; he deals with a physical, so he must learn how mind and body react; then come the higher questions of whither and wherefore and he must work out a philosophy for himself.

Face to face with the living problems of his calling, he will ask himself if he has any of the spirit of the true teacher. Why this great system of schools? What is education and whither does it lead? Why should pupils learn to read? What purpose in the scheme of life does the learning of numbers fulfill? Is it that the pupil may be furnished with convenient tools for working out a successful, practical life, or is it that higher and holier ends may be served? Is it not rather that his true inner life may be ministered unto, so that it may expand into higher and higher possibilities? Will the methods that accomplish the one be the same as those that will accomplish the other? He cannot answer all these questions, perhaps none of them at first, but they are before him, challenging him to investigation and reply, and if he is to approach them at all he must do so somewhat after the manner in which he would approach a problem in mathematics whose solution he had set himself to work out.

I am a teacher of mathematics and do not need to be reminded that no problem can be completely solved in which the relations of the factors to each other and to the whole is but dimly seen or faintly guessed; and while I realize that there are no problems except those of mathematics in which all the factors and their relations are perfectly known, and that therefore the results of all other problems are only approximate, they can be correct as far as they go, and it does not invalidate the arguments for the application of the exact methods of mathematics to the solution of all problems.

The only test of a course of reasoning is one's faith in it, so the ultimate test of one's convictions is the faith that the reasoning which, step by step, led up to them is correct, and the teacher must be able to apply self-determined to every question and by the answer dependent on these he must go forward to accomplish his appointed task firm in the faith that a measure of success is certain. As he partially answers one question, new light is thrown upon the others, which in their turn become more easy of answer, and as they yield up their hidden meaning to his search, his first groping questions become illuminated and so the old answers the old, the old enriches the new, and each day leads on toward the perfect knowledge which all of us are seeking and which we all possess in varying degree.

The teacher needs self-training in scholarship. To teach and teach well means that the teacher must see the thing taught in its relation to the whole mass of things taught which catalogued we call a curriculum, and must see it in relation to the growth of the child.

There is a unity in every science and a unity of all sciences which he who would teach must see. No teacher can teach a part of a subject successfully to his pupils who does not see its unity and who does not teach this part as a part of an organic whole. Just as to separate any part of an organism from the organism is to destroy its power to perform its function and makes it so much dead matter, so to take any part of a subject from its relations and teach it as a separate thing is to make of it a lifeless, non-productive, burdensome, often disease-inviting, noisome thing.

Nothing but the most faithful self-training can result in this broad grasp of things. This sort of unified teaching means a high grade of scholarship for

all teachers. It means that the primary and grade teachers shall have as high scholarship as teachers of high schools (and they should receive as much salary).

It is my belief that every teacher can have the broad scholarship just suggested. The beginner will probably have as much to do as his energy and the very small limit of twenty-four hours a day will permit in mastering the technique of teaching, but making allowance for a year or two for beginning, no teacher is doing himself justice, who does not have some study that he pursues systematically and thoroughly outside of that which is immediately necessary for his daily routine. When we view the whole field of teaching, it is deplorable the number who are deficient in scholarship and it seems that this deficiency receives very much less attention than it deserves. Teachers are brought together to hear fine-spun theories of education, and this is all right and highly profitable, provided they are not starving for some plain, old-fashioned 'Rithmetic. Just now they have any quantity of the still doubtful results of child-study heaped upon their bewildered and burdened intelligences; they have method this and method that preached to them, but I believe that I have never heard any words dropped on self-training in scholarship. Since bad methods are more often the result of scant knowledge than otherwise it seems very like beginning at the wrong end of the problem to preach and teach better methods. My audience will see that it is the scholarship side of this question which appeals to me.

One may begin to teach with scant scholarship, and while this is a misfortune to those who are taught, it is not necessarily a disgrace to the teacher, but to allow scholarship to remain year after year as meager as it was at the beginning, as too many do, is a crime that

not prayers nor tears nor sufferings nor regrets can expiate. Immediately upon one's becoming a teacher, a conscious purpose toward becoming a better scholar should take possession of him, and his life and work should be adjusted to that end. It is possible with determined purpose, intelligent effort and a small allowance of time to accomplish unbelievable results for knowledge honestly and thoroughly won, attracts to itself still other knowledge, and it is a beauty of all knowledge that it widens the possibility of future attainment no less than it enlarges and makes definite all past knowledge.

Broadening scholarship and schoolroom skill are reactive. Schoolroom skill has a tendency to stimulate better scholarship and improvement in scholarship inevitably advances schoolroom skill.

A teacher who cannot plan and pursue a course of study for himself is not the best person to plan for others. The teacher should know for himself and through this self-knowledge know for the pupils whose process of self-development he stimulates and directs, that the only way to advance securely is to have a foundation that is firm and strong and sure and true upon which to support himself while the advance step is taken. Advance is just as uncertain in scholarship without a firm foundation as is advance in a practical way to one who is climbing, who must react against a rickety, swaying framework in order to climb the next step upward. A collapse and crash is always to be feared. I do not mean that one must have mastered everything up to a certain point in knowledge before he can advance to another point, but what I do mean is that he must have mastered the essentials up to that point and that what he has shall not be a pretense at knowledge, nor can it be a thing of doubt. Knowledge can hardly

be called knowledge until it is usable on demand. The teacher must train himself in discriminating judgment. He must learn to know unerringly form from substance, and so he will never be led for himself or for his pupil into accepting or substituting the one for the other. Teachers need to emancipate themselves from the bondage of tradition; they must train themselves to bold and independent thought; to search for truth, whatever barriers of established custom intervene to keep it hidden from sight, and they need to train themselves in the courage to hold fast that truth even in the face of overwhelming opposition, when once it has been searched out, more than they need to train them to be strong to bear suffering for truth's sake.

Such is the stuff of which true teachers are made; love of truth, the will to search for truth for truth's own sake (perhaps for their profession's sake might be more in place here), the finding of it in the simplest details of the schoolroom, the discovery of the relations of things which to superficial observation seem separate, the looking beneath the surface of things to find their true inner meaning.

The more one's knowledge compasses the deeper can he see relations. It is safe to say that the truest relations will always be hidden to him who does not delve, and to him who delves, the hidden treasures of knowledge reveal themselves, so that the way to them becomes to him an open pathway whereby he may lead others to their sacred depths.

Everything that is worth while, every great movement has come to the world as the result of conviction and the teacher to be a power must be a person of convictions. He must not only have convictions, but he must have the courage of them. A teacher must do his teaching in terms of his own person-

ality. It is the personal element that makes the artist. Any work of art is but the outward expression of the inner life of the artist and must always be less than the artist. From another point of view, any work of art is largely a matter of elimination and the teacher like any other artist must be quick to seize upon essentials for the expression of an idea and must know how to suppress unrelated details. True artists are few but imitators and copyists are many. The work of the artist is a living thing because it is a part of himself; while the work of the copyist is apt to be only dead form incapable of awakening response in the beholder. The teacher vitally interested in his work will evolve a method (and the crudest living method is far ahead of the most finished imitation) quick with life because springing from his own living knowledge that shall accomplish the end he has in view; the same method in the hands of another is a dead failure, because it is only the form of what was living substance in the original. It has long been recognized as a principle that life can come only from life. The teacher's method will have no quickening power unless it possess the divine quality of life. It is life-giving only as it is alive and to be alive must be the offspring of the teacher's own inner being.

The means to be adopted in any given case must always be determined by two controlling factors,—existing conditions and the end sought. Existing conditions can no more be ignored than can the desired end. Method is the process which connects the two; it is then only the outward expression of mind's advance, step by step, into the region of truth, so the only method there is, is to seek truth and lead others along by the path that guides thereto. Method is therefore rather an attribute of the user than a

thing of itself, and any study or treatment of method must take this into account.

Some conditions which affect teaching are permanent, belonging to the eternal nature of things, so method will have an element of permanency but many of these conditions are variable, and method must be continually modified to meet these changing conditions, so the same method can hardly be used twice the same way; and the teacher must be wise to understand his conditions who can skillfully use his method to accomplish his ends. Conditions not only modify methods but they determine the end that can be reached. It is true that the teacher is the school, but he must take conditions as he finds them, and must be somewhat governed in his choice of ends by them; but nowhere does the teacher's genius, and the result of successful self-training show itself so gloriously as in his power to control conditions and make adverse circumstances bend themselves to the accomplishment of high ends.

The teacher must be independently self-reliant. He must train himself into habits of decision. He must learn to think quickly and unerringly, to decide promptly and act decisively. Indecision is fatal; he who wavers is lost; and he who lacks faith through ignorance or weakness in his own judgment and accepts unquestioningly the judgment of others can never wield a far-reaching influence, and is no fit person to lead others into a realization and development of their powers.

The teacher must train himself into such a knowledge of his work and its relations that his adoption of a cause is a declaration of his faith in it. The teacher who has the faith in his cause to follow it unswervingly to the end, will exact of his pupils thorough completion of the work undertaken by them. He will teach his pupils that

abandonment of work begun, because difficulties threaten, is cowardly and sinful and destructive of those elements that best form true character. So trained, the teacher will help to avert that worst of all calamities—a world burdened with beings of aimless lives.

The teacher must train himself into thorough honesty with himself. He must be faithful to note time after time conditions and results. He must observe the things that bring about conditions and how conditions combine to produce results. He must be quick to note what conditions have preceded success, what have caused failure; and he must be willing to search for the cause of failure if it does not appear on the surface, and must learn to apply the remedy if the fault lies in himself. Being absolutely honest with himself, he will not apply the oil of consolation for failure by trying to persuade himself that it came from causes not under his control; but will accept the fact, and shape his future course to avoid its repetition. He will be no less resolute in refusing to accept censure for failure that comes through no fault of his. He will courageously meet and take the responsibility that rightfully belongs to him and will unflinchingly refuse to assume what others would unjustly heap upon him. The teacher must train himself to a broad view of things. Of all the people in the world the teacher can least afford to be narrow. Of all vocations rightly followed teaching should be the last to permit one to grow narrow. Nay, if there is anything in being face to face with great problems which affect all mankind and all time surely teaching furnishes abundant opportunity for large-mindedness. If teachers become narrow as is so often claimed and as observation supports, is it not because they have lacked just the kind of self-training that this paper advocates: that along with skill in their own little routine—

circle, something beyond the immediate necessities of their daily work must be gained?

There is too little of independent work in teaching and too much of trying to gain the approbation of supervising authorities for the freedom that is one essential of living work. The self-training advocated takes more than willingness—it takes time and strength, and things are all wrong when a teacher's daily routine exacts of him all his time and all his energy. If systems of schools are so arranged that they do this, and observation seems to justify the statement that they do, it is fully time for a change that shall allow some margin for a teacher's becoming what his work needs and for working out in his individuality the higher life which is every one's right. The cry goes up that children are over crowded. This may be true, (I do not believe that it is alarmingly so) but teachers are driven to the very limit of their time and strength to meet the demands of modern requirements.

My supervising friends, have you not somewhat with which to charge yourselves in this? You accuse teachers of exacting mechanical work of their pupils. Have you not inaugurated the movement by insisting upon work's being done out of deference to authority rather than as a result of free activity? Have you not exacted of teachers a conformity to the letter of requirement while its spirit has been stifled for lack of free exercise? Has it been your care to arrange the schools under your charge so as to provide for the teacher's free growth? With the fitness for leadership which your positions imply and the fitness which you assert by implication in the occupying of them, you ought to have known how to put broader and better policies into operation. You have been too much concerned with getting the visible results which shall class you as progressive superintendents, forgetting that the most

tremendous and permanent forces of this universe are silent forces and that the deepest results are felt long before they are seen. Might not a wide-spread gospel of self-training do much for the teacher's work. Teachers do not realize what a tremendous power for progress lies in themselves which realized and put to use, might yield thirty, sixty and an hundred fold. I should do wrong to the many faithful, progressive, successful teachers should I seem to imply that there is no self training. That there are so many teachers who honor their profession is abundant evidence of it, but has not the self-training that has been done been an unconscious rather than a conscious process: and might it not be that a well aimed, consciously directed effort toward the same ends would accomplish them much more quickly and perfectly?

For some years a force has been silently and steadily working to promote self-culture among teachers. That force is the Ohio Teachers' Reading Circle and to the men and women who have given so generously of their time and talents to further its advancement, the profession owes a debt of gratitude; and to her who is its founder and inspiration, the hundreds of better-read teachers and the thousands of better-taught children, offer a living tribute which shall grow with the years and cease only with time.

"Give her the fruit of her hands and let her own works praise her in the gates."

The perfect teacher is yet to come, but it seems to me that in self-training lies the solution to one vexed question of the educational world; and I leave it with you for consideration, with the faith that the teacher of the future fully awake to the power that lies within himself for self-advancement and with conditions so adjusted that time and opportunity are provided for it, shall realize the needs of his beloved cause.

ELECTIVES IN THE HIGH SCHOOL.

BY S. WEIMER.

The modern scheme of a complete education comprises the following departments: 1, Nursery; 2, Kindergarten; 3, Primary School; 4, Secondary School; 5, College; 6, The Professional School; 7, School of Life. Option, on the part of the pupil in these seven successive stages of his development, is an increasing variable. Beginning with the nursery it is inappreciably small. In the kindergarten it can be recognized and a value placed upon it. In the primary school individual choice becomes a small but necessary factor. In the secondary school it is a more important element. In the college election it is at least of equal importance with outside directing forces. In the professional school it predominates, while in life's great school it is paramount.

The nursery stage of education is involuntary as far as the child is concerned. He simply succumbs to his environment. He sees, hears, touches, tastes what his trainers choose he shall see, hear, touch and taste.

He passes to the kindergarten. Here too his keepers dominate him, but yet allow him a small part in choosing, within certain limits, what shall occupy his awakening powers.

He next enters the primary school. He is here poured like molten metal into the same moulds with a half hundred of his fellows, but he is not, as a rule, trimmed strictly to pattern. Individual eccentricities that depart from the type in directions that are not objectionable, are not only allowed to remain but are recognized and encouraged by the wise teacher. Some freedom of choice is permitted and the consciousness of per-

sonality and sense of power grow upon the developing child.

He now enters the high school and the question of how much, if any, option he shall have in the selection of studies which shall occupy him during the high school period, is the subject of this discussion. Shall he be ignored entirely in the selection of a course of study, shall he be consulted in the matter or shall he alone choose? Within what range shall he have option, if option be permitted?

Opinions of leading educators differ widely as to kind and extent of curriculum the high schools should offer, as well as to the number, if any, of elective studies. According to Mr. Hinsdale: "However it may be with the college, public school boards should not provide a wide range of elective studies." To the same effect Dr. White: "Election has no rational place below the junior year of the college." "The idea," says Dr. White, "of putting before a young lad a catalogue of studies from which he is to select his course is about as hazardous as a later attempt to choose a wife from a collection of photographs, or what is a fitter illustration, from a list of names of the feminine gender."

First, what should the high schools undertake to teach, and, second, how much, if any, option should be allowed? Dr. Harris contends that the proper studies for secondary schools fall naturally into five coordinate groups designated as follows: First, mathematics and physics; second, biology, including chiefly the plant and the animal; third, literature and art,

including chiefly the study of literary works of art; fourth, grammar and the technical and scientific study of language, also including such branches as logic and psychology; fifth, history and the study of sociological, political, and social institutions.

Each of these groups, it is asserted, should be represented in the curriculum at all times by some topic suited to the age and previous training of the pupil. In this scheme of education it is assumed that the aim of the secondary school, as well as that of the college, is culture, and not a fitting for special vocations in life. The professional or graduate school should attend to the latter.

If this view of the aim of secondary education be correct, the course of study should be so arranged as best to promote symmetrical development. No study, therefore, should find a place in the curriculum whose sole claim, or chief merit consists in its adaptability to professional training. All educational philosophers, however, are not agreed that there are but five coordinate groups, neither more nor less, into which the proper subject matter of the secondary schools naturally fall. President De Garmo thinks there are but three. Froebel also divides them into three groups which he designates "(a) Religion, (b) Natural Science and Mathematics, (c) Language."

Dr. Hill in his "hierarchy of studies" adds the "religious group" to the five advocated by Dr. Harris, thus making a six-group classification and finally Dr. White comes forward with still another group which he terms "the industrial art group," including drawing, construction, book-keeping, etc.

But whether there be three groups, or five groups, or seven groups, which should always be represented in the courses of a well organized school whose purpose is symmetrical develop-

ment, these learned gentlemen are more nearly in accord than this divergent classification would seem to indicate. Substantially the same topics are included, the classification being more comprehensive in the three-group arrangement and more sharply defined in the others. It seems, however, impracticable to carry out literally Dr. Harris's program in having at least one representative study of each group at all times in each course. The best high schools are now in my judgment requiring the maximum amount of work that should be attempted. No additional requirement should be added. Readjustments of relative requirements in different subjects could, of course, be made without increasing the sum of requirements.

Nor would it be wise to cut down materially the amount of work in one line in order to gain time to introduce a greater number of subjects. Two or three lessons a week when five are necessary is a grave mistake, and has done much harm in many schools.

With these observations upon the subject matter of the high school courses we shall now consider the question of election.

Colleges and secondary schools are passing through a transition period in these closing days of the century. Never before have the college and the high school been in closer sympathy. College authorities are more and more endeavoring to make college entrance requirements fit into what the high schools can reasonably be expected to furnish.

The high schools, too, recognize the inspiration which the hope of entering college brings to the high school student, and they are willing to meet the college people half way upon a basis that is mutually satisfactory.

The great institutions of the land are leading in the matter of electives in en-

trance requirements as well as in the studies that lead to their most honored and valuable degrees.

President Eliot in his recent report says of the new requirements at Harvard: "The new plan for admission will bring the college into closer connection with high schools throughout the country and will tend to enlarge the election of studies in all secondary schools; in consequence it will tend to make secondary education less discursive for the individual pupil than it has been. The new requirements are not only perfectly adapted to the needs of the classical schools—indeed are better adapted to the programs of well conducted classical schools than any requirements for admission to Harvard College ever have been; but they are also well adapted to the needs of schools which maintain only a Latin-English or Latin-Scientific course. Hereafter it will not be necessary for a boy of thirteen or fourteen years of age to decide then, once for all, the question whether he is going to college or not. If he should decide at sixteen or seventeen that he wants to go to college, most of the studies which he has already pursued in a good secondary school will count towards admission and he will only have to add in later years of his school course two or three subjects which he has heretofore neglected. This postponement of the most important decision which has to be made by or for a well-trained boy is itself a great advantage."

Greek is no longer a necessary requirement for entrance to Harvard. History, modern language or one of a wide range of scientific subjects may be offered instead.

The range of election for the individual candidate under the new scheme is illustrated as follows:

"Nearly three-quarters of his preparation may be just as it was one hun-

dred or fifty years ago—namely, Latin, Greek, Mathematics and Ancient History; or, on the other hand, three traditional subjects may be represented by less than one-third of his secondary school subjects, namely by Latin, Algebra, and Geometry. Again, nearly half of his preparatory studies may be English and the modern languages, or the natural sciences, which thirty years ago, were not accepted at all for admission to college, may constitute a little more than one-third of his preparatory studies."

In a previous report President Eliot sets forth the attitude of Harvard towards elective studies in its entrance requirements in these words: "The college inclines to count for admission any subject which is taught in good secondary schools long enough and well enough to make the study of it a substantial part of a training appropriate to the pupil's capacity and degree of maturity. The college tends to accept any selection of subjects—made by the school, parent or pupil—which may fairly be said to constitute a sound training, and is disposed to leave to the secondary school its full share of responsibility for making wise selections."

I have given this full explanation of the position of Harvard College since that institution, perhaps, represents the most advanced thought on entrance election. Other great institutions, however, are scarcely less aggressive, notably Cornell, Chicago University, and Leland Stanford Jr. University.

President Schurman says: "We hold fast to the principle at Cornell of making courses conform to men and not men to courses."

President David Starr Jordan, of Leland Stanford, says of election: "The greatest extension of the influence of the American university during the last twenty years is due to the enrichment and individualization of their

work. They are worth more to the community since they give what the people need. The inflexible curriculum, with its arbitrary classification of studies, has ceased to be sacred. It has found its level as a mere matter of convenience, and to convenience realities are no longer sacrificed."

This growing unanimity of sentiment in college circles respecting the flexibility of entrance requirements is having its effect upon the curriculum of high schools. The high school and college are fast learning each other's needs and limitations. The National Educational Association by appointment of joint committees and in many other ways is promoting harmony between these hitherto somewhat discordant interests. The joint committee on college entrance requirements appointed in 1895, after four years of painstaking labor, made an elaborate report at the last meeting of the association. Its chairman, Mr. A. F. Nightingale, says of the report: "If there is one central thought in the report it is that of eclecticism, of wide options in secondary schools and in requirements for admission to college. The question of intrinsic and relative value of studies is not dwelt upon. The test of the value of a study resides more in the teacher and the pupil than in the study."

"The young people of the nation," says Mr. Nightingale, "must be furnished opportunities for such an education as their natural endowments seem to foreshadow will be of most value to them. We shall not have, then, so many physicians that ought to be farmers, so many lawyers that ought to be blacksmiths, so many preachers that ought to be peddlers, nor so many failures in business because of mistaken vocations. Woe to the one who crowds upon a young and innocent mind a study, which, though meat

to the parent or teacher, may be poison to the pupil! Child study, mental aptitudes, individual trend, the eternal fitness of things should absorb our thought and demand our vigilance in the arrangement of a curriculum of study for every boy or girl who passes through the secondary school and college. The sky is streaked with the gray of a better dawn; the clouds of pedantry are passing away; individualism in education is the promise of a rational future." For himself he says: "I would abolish all rigid classification and grading and consult individual tastes, talents, powers, preferences, conditions, and capacities. Let some go forward as rapidly as they will; others, as slowly as they must. Let some take many studies, others few; let some remain all day; others, a much less time. The Almighty makes a separate die for every creature that comes from His hands. In the laboratory of nature no two things are alike, and the mechanism of mind varies with each individual. Pud'n Head Wilson proved that no two thumb-marks were alike, and in this statement Mark Twain strikes the keynote of modern educational philosophy."

There are other influences besides the colleges and the reformers in the teaching forces of the secondary schools that are helping to bring about this radical departure from the traditional high school curriculum. The patrons of the public schools, in some instances, are insisting upon the introduction of what they are pleased to term more practical subjects. Director Sargent of the Cleveland public schools, speaks for a large class of patrons in his last report when he says: "In my judgment the high school course should be extended and enlarged in the scientific, the mechanical, and business departments. Science and mechanics are the great field for the immediate future. I do not advocate the curtailment of the classical or col-

lege courses; I believe that we ought to provide, as we always have, for the preparation for college, but I do advocate full business courses, full mechanical courses, full scientific courses so that pupils may be prepared for the higher polytechnic schools.

"My central thought has been to suggest some plan by which the usefulness of our high schools can be largely extended and brought closer to the necessities and requirements of the people by whom and for whom they are maintained.

"Such a change as I have suggested would in my judgment popularize, and advance our whole system of public education, broaden its scope and influence and furnish to the pupil a more thorough and practical preparation for the duties and affairs of life."

When it is remembered that but a small per cent of high school graduates go to college, the suggestions of Mr. Sargent as to the modification of the high school courses in the interests of this large class whose formal education ends with the high school, seem just and reasonable.

The elective system in the high school has been in operation for some years in modified form in several eastern cities, notably in the city of Washington, but the first step towards putting into operation an elective plan on a large scale was taken in Chicago a few months ago. Dr. A. F. Nightingale, assistant superintendent of high schools, and an eloquent champion of electricism, submitted to the councils of the different high schools in Chicago a course of study in which it is proposed to make everything elective but English. The proposed course contains a wide range of subjects under the heads of Language, Mathematics, History, Science, Commercial, and Miscellaneous.

The pupils are to make a judicious selection from the long lists of studies

offered with the advice and approval of parents and principal except that the study of English language and literature shall be required of all pupils one-half of the curriculum.

"A complete curriculum shall consist of 3,000 hours of successful work, e. g., a study pursued five times a week for one year will constitute 200 hours; one pursued twice a week for one year will constitute 80 hours.

"When a curriculum is completed the pupil will be entitled to a diploma which shall state the studies pursued, and the length of time each has taken.

"The program of studies will be so arranged that difference in the capacity, application, and health of the pupil will be considered. Those of good health and unusual ability will be enabled to complete the curriculum in less time than those whose health or capacity makes it wise for them to proceed more slowly. The average time in which a curriculum of 3,000 hours is expected to be completed is four years, but a pupil will be given a diploma whenever he finishes the prescribed course of 3,000 hours, be it a longer or shorter period. The elective system has been in successful operation in the Galesburgh, Ill. high school since 1895. The growth in the enrollment of the high school there has been almost phenomenal, increasing in these years 122 per cent while the grades from which the school is fed have increased only 9 per cent. The number pursuing other than college courses is 56.7 per cent. "The elective system," they claim, "gives all the people the kind of education they desire for their children and it interferes in no way with those who wish to prepare for college. The records show that the elective plan has increased this number." The plan adopted at Galesburg briefly stated, is as follows: "Each subject in the course of study is given a certain number of credits, no credits being

given when a subject is not completed. When a pupil receives one hundred credits he is given a diploma in which are written the subjects completed and the value of each — making not only an intelligible but an honest diploma."

"The judgment of the board of education as to the best combination of studies is expressed in the three courses as laid down called respectively the Scientific, Latin, and Commercial. However, for good reasons, any subject taught in any course during a given term may be taken by a pupil and the corresponding credits will be given."

Superintendent Steele says: "When a pupil makes his own choice of subjects he no longer feels that his work is a task imposed upon him by his teachers, but as something he himself has assumed. He studies for a purpose, the essential element of all successful work; he looks upon the school as his greatest opportunity and upon his teachers as his best friends. This transforms the atmosphere of the school into that of the model home. The elective system never drives a pupil away from school by closing the door of graduation upon him, but if failure does overtake him, he has a chance to redeem himself in other lines."

In a recent letter from Mr. F. D. Thompson, the principal of the High School at Galesburg, he calls especial attention to the form of diploma they grant and observes: "With such a diploma there is no question that may be raised as to what graduation from the school means which cannot be answered. The longer we use the elective plan the better we like it in the management of the school and in the spirit that it fosters by putting the motive of study where it belongs."

The question of election is before the High Schools of the country now as never before. An era of freedom of choice in the selection of studies is

evidently upon us. Public sentiment in its favor appears to be enormously on the increase. The pendulum has started with tremendous impulse in the direction of eclecticism. The secondary schools must generally conform to the spirit of the times and furnish the kind of education the age demands. But is there nothing to fear from this radical movement? May not the cause of education suffer harm from the leadership of individual enthusiasts? The evils of the present condition of the high schools have doubtless been overdrawn by excited reformers. The average reformer is something of a poet. A vivid imagination furnishes much of the material from which are fabricated startling tales of gross injustice to which the high school youth are subjected. If the champion of reform be gifted with fluency of speech as well as with a fertile imagination, he makes a case that appeals to the chivalric sense of all lovers of justice and wins instant sympathy for his cause. He is the Wer-tell Phillips of educational reform when he eloquently pleads for the emancipation of the embryonic Edison who is condemned to three or four years of Charnel house Greek or when he heroically strives to rescue an unknown George Eliot from the dungeon of mathematical despair, or, seeks to extricate "some mute, inglorious Milton" from the sulphurous fumes of a scientific Hades. He forgets in his mad enthusiasm that the geniuses to whom he likens the captive souls are perhaps themselves the impossible product of the system he condemns. Unembarrassed by such trifling facts he eloquently pleads for the striking of the fetters from the minds of thousands of enslaved high school boys and girls who are being robbed of their birthright of opportunity to develop their latent genius by being condemned to the study of that at which their instincts revolt and which they have no

inclination to study nor ability to master. Teachers who are conservative are held up to ridicule as stubborn worshippers of a system mediæval and archaic—the abomination of desolation. If the creed of such extremists should be stated in concrete terms it would be about as follows: Let the high school boy study what he will, as much as he will, as long as he will. Give him absolute freedom of choice in determining the kind and quantity of his mental pabulum. In justice to the lad he should be permitted to choose his own teachers and his own school. It may be old-fashioned but there does seem to be some reason for the law that makes a boy a minor until he is twenty-one years old and requires that a girl shall be under the same guidance until she is at least eighteen. It may be a great legal blunder thus to curtail the liberty of a human soul and make it subservient to the will of another for so many years of its young life. It may be the highest destiny of the soul in this world is not reached because the civil law is invoked to aid a natural parent in his instinctive desire to guide the feet of his inexperienced offspring. But the highest revelation ever made to man seems to support this view. We recall that the model man when a lad of twelve went home with his parents at his mother's request and "was subject unto them" "and increased in wisdom and stature, and in favour with God and man." A guiding hand seemed to be necessary to prepare even the God-man for a life of effective public service.

The truth of the matter is the boy or girl of twelve or fourteen needs a directing hand, and, if normal he realizes that need.

If suddenly thrown upon his own resources he would be helpless. He confidently expects, and has a right to expect, a guide to go ahead in the un-

explored wilderness of life and blaze the way.

His parents and his teachers who have already traveled far on life's journey, and gained much valuable information are logically charged with the responsibility of guiding him and setting his face in the direction which, in their riper judgment they believe will bring him to the fullest realization of his largest possibilities.

The average boy or girl who enters the high school, if healthy and normal, has not as yet worried much over his life's occupation. He is also happily unconscious of any bondage to language or number, and takes delight in the new fields of human knowledge that are opening up before him. Being fortunately ignorant of the frantic efforts of would-be reformers to deliver him from intolerable burdens he persists in having a good time. The oft repeated assertion that many boys and girls are born "long" in some mental faculties, and "short" on others is, I believe, largely a fiction. It is not common, as asserted, to find a pupil, for instance, easily proficient in language and quite deficient in mathematics, or strong in mathematics while weak in science or language. Those who have reached such conclusions have generalized, I believe, from insufficient data.

A careful examination of the records of two graduating classes of the Cleveland Central High School, numbering several hundred pupils each, fails to confirm the popular belief concerning unbalanced endowments. A gentleman connected with the school who has been transcribing these records for years, and has in this way examined the grades of perhaps four thousand pupils, says the facts will not warrant the common notion that many students are naturally weak in some subjects while strong in others. The truth is

that most students are well balanced, consistently strong in all subjects or weak in all. While the records show that the general average in mathematics and science is lower than in other subjects this fact does not necessarily indicate individual deficiency. When a pupil of ability fails in one subject while doing good work in another it may be due to a variety of causes other than mental deficiency.

A very common cause is lack of interest. The average high school boy needs an intellectual "new birth," which in many respects is not unlike the ethical new birth. It may be a gradual awakening and a quickening of mental activity or an instantaneous act. The mental regeneration may take place in a moment. Like the lightning's flash a high ambition may come to a boy and abide with him forever. From that moment on no obstacle is too great, no study too difficult; mathematics, science, language alike yield to the imperialism of an awakened soul. Few high school teachers of experience have not witnessed such marvelous transformations.

The writer recalls a notable illustration, that of a boy who up to his senior year in the high school was but an indifferent pupil who attracted little attention. But one day he was seized with a desire to enter the U. S. navy. He immediately set himself diligently to work to prepare himself to take the competitive examination for Annapolis in addition to his regular high school work. While doing this extra work he surprised his teachers by almost instantly taking the leadership in his classes and holding it to the end, graduating with honor. He was easily first in the competitive examination and received the coveted appointment. Entering Annapolis he at once took rank at the head of his class and kept it for four successive years, grad-

uating with the highest honors, and he is now a trusted officer of an American ship cruising in foreign waters.

Absolute freedom of choice in the high school would, in my judgment, bring demoralization to many schools and do great harm to the scholarship of many students. The course of study too often would be such a combination of studies covering the requisite number of hours as would require the least amount of study or promise the most pleasure in their pursuit.

A course of study from which are eliminated all difficult subjects would be a crime against the pupil. A necessary part of a practical education is learning to perform difficult tasks and acquiring courage to do disagreeable things. Surely in the affairs of life we cannot always be choosers, and we do many things that are not to our liking.

I do not wish to be understood as being opposed to the principle of election, for I believe that with proper safeguards and limitations the efficiency of large high schools especially may be greatly increased where the elective system is wisely applied. But to my mind election is not practicable, except within narrow limits, in the smaller high school from which are graduated annually the vast majority of high school boys and girls.

To this large class the advantages of a perfect elective system can never be offered. This to my mind is not a calamity. The danger, as it seems to me, is that the smaller high school from a well meant desire to be progressive may attempt the introduction of election to an extent that may be disastrous to the best interests of the school.

Without the necessary equipment or facilities, particularly where there is a lack of a sufficient number of teachers, a multiplicity of studies may be offered which would necessitate the overload-

ing of teachers and consequent indifferent teaching and failure on the part of the pupil to master the subjects pursued.

The ideal elective system is possible only in large cities where the number of teachers is adequate and where other facilities are ample for the teaching of a wide range of subjects.

It seems to me that the question, then, narrows down to this: In large high schools election is both possible and desirable with proper restrictions.

In the smaller high schools it is impracticable except within narrow limits and these schools will be obliged to go on in the old way of graduating pupils with their more or less inflexible curricula and these pupils will be obliged to compete in college classes with those graduated under an elective system, but no doubt they will carry off their share of college honors and finally do their share of the world's work in quite as efficient manner.

REPORT OF COMMITTEE ON NECROLOGY.

BY W. W. ROSE.

I was notified last week by Mr. Moulton, chairman of the Committee on Necrology, that it was doubtful whether he should be present at the State Association this year in consequence of the reunion at Oberlin.

He requested that I should take charge of these memorial exercises. I had not expected to be present myself until the last moment, and was hopeful that Mr. Moulton might be able to favor us with his presence.

The year since the last meeting of this Association has chronicled the death of some of its formerly active members, among them Superintendent W. H. Morgan, of Cincinnati, Dr. Edward Orton, ex-president and professor of the Ohio State University, and B. F. Hoover, formerly of Medina county, Ohio.

With the latter I was personally well acquainted. After several years' experience as teacher in the schools of Wayne county, Ohio, in 1884, he took charge of the schools of Seville, Medina county, Ohio, my native village, where twenty-five years before I had

myself taught for several years as principal of one of those academic schools that played such a prominent part in the early educational work of the Connecticut Western Reserve.

After a school service of three years in Seville and ten years in Lodi of the same county, Mr. Hoover connected himself with the New England Publishing Company. Within a year he resigned this position to accept the editorship and proprietorship of the Livingstone Enterprise, Montana. His death was sudden and tragic. In August last he retired after supper to a chamber room to clean his repeating shotgun preparatory to hunting the following day.

In taking the weapon from its case it was in some way accidentally discharged taking effect in his right side near the heart and killing him instantly. He was brought back for interment to Medina county, where his family still reside.

He was an enterprising and successful superintendent and teacher, a most active member of Teachers' Associa-

tion, County and State, and a special worker and correspondent for educational journals. It was my privilege to spend two weeks with him in connection with a teachers' institute at Seville whilst he had charge of the schools of that village, and I know how highly he was esteemed in the county where most of his educational life was passed.

For more than a third of a century Dr. Edward Orton was identified with the educational work of Ohio, a distinguished leader in scientific instruction and investigation. I recall his first appearance before this Association some thirty years ago. It was at the other end of the island in the old Put-in-Bay House Auditorium. I do not remember his subject nor a single word he uttered, but I do distinctly recall the impressive personal presence, the genial enthusiasm, the felicitous, rapid maxim fire of delivery, the sparkling outbursts of inimitable humor that convulsed, captivated and captured this Association in the palmy days of the seventies.

I met him a few years since and for the last time in the Association at Delaware, and although laboring under the weight of infirmities the olden cordiality, enthusiasm, power and presence were still there.

Born in New York, the son of a Presbyterian minister, a graduate of Hamilton college, a student of theology under Dr. Lyman Beecher at Lane University, Cincinnati, and at Andover, Mass., finally electing for theology his chosen field of science, Professor of Natural Science in the State Normal School at Albany, Principal of Chester Academy, New York, in 1865 Principal and Professor at Antioch College, Ohio, then as President, then the first President of the Ohio State University, Professor of Geology in the same, State Geologist, President of the Geological Society of America, and of the

American Association for the Advancement of Science, Dr. Orton achieved for himself a national and international reputation, whilst rendering incalculable services to the cause of education and science, the industries and economic interests in his adopted state.

Of these services Ohio and this Association are justly proud as they are grateful for the inspiration that has come to them from the life of this scientist, this educator, this ideal teacher and man, whose memory Ohio and this Association delight to honor.

With Superintendent W. H. Morgan I was not personally acquainted and I will call upon Principal George F. Sands, of Cincinnati, to speak of his life work.

The name of Professor Pierson, of Hiram College, has been reported to the Committee since coming onto the grounds and I trust some one present will be able to speak in his memory.

WILLIAM H. MORGAN.

BY GEORGE F. SANDS.

The late William H. Morgan, ex-superintendent of the Public Schools of Cincinnati, died January 5, 1900.

He was born near New York City, and his parents removed to Ohio in 1840, and settled at Marietta. Soon afterwards they removed to Cincinnati. He was educated in the Public Schools, and was a member of the earliest class of Woodward High School, graduating therefrom in 1856. Soon after his graduation he became a teacher in the schools, and was an earnest and faithful student and instructor. In after years he filled with distinguished success the positions of principal, examiner, member of the board of education, and superintendent of schools. In the last very responsible position, he remained for nearly twelve years. He was an indefatigable worker in these various positions for almost fifty years.

Mr. Morgan left an individual impress upon the public schools of Cincinnati. The school children recognized him as a sincere friend. His presence was always welcomed by them, on account of his cheery, friendly and sympathetic disposition. From the lowest primary class, to the advanced high school grade, his presence was hailed with delight, — whenever he entered the schoolroom.

Mr. Morgan was sincere, honest and frank in his intercourse with the teachers of the schools. He was personally acquainted with them all, having lived so many years in their midst. They consulted him as a sincere friend and sympathetic counselor.

He was an earnest advocate of patriotism, honor, truth, and good-citizenship. The following extract is taken from the resolutions adopted by the Principals' Association of Cincinnati:

"Resolved, That in the decease of the late William H. Morgan, the schools of Cincinnati have lost a steadfast, stanch and loyal supporter; one who was indefatigable in his endeavors to advance their interests.

"Resolved, That his zeal and enthusiasm in the discharge of every duty, while acting as superintendent of schools, and his genial sympathy and hearty co-operation will be long and gratefully remembered. His presence among the pupils in the school-rooms, was always regarded as a season of good will and inspiration for better work.

"Resolved, That the Principals' Association hereby extends its sincere condolence to the bereaved family in their deep sorrow. Also that a copy of these resolutions, signed by the officers of this Association and the committee, be sent the family, as a slight testimonial of our heartfelt sympathy and respect."

REPORT OF THE OHIO TEACHERS' READING CIRCLE.

BY J. J. BURNS.

Mr. President, ladies and gentlemen. I wish to say that I have but a few minutes' time in which to present you this report. I desire to say that I have a letter here from the president, Mrs. Williams, who is detained at her home by an accident which happened to her recently. I will read you her letter, as she desired me to explain her sincere regrets at being absent from this meeting and I can best explain her wishes by doing so in her own words. [Letter read.]

If I had time this morning, I would like to preach a sermon to you Institute instructors of the state and Institute officers in each county and urge you to be wise in the selection of Read-

ing Circle secretaries and then urge you to support the Reading Circle. I wish you would use the *Bulletins* that are sent out. There are some things that I would like to ask of you. I would like to give you a recipe which I wish you would avoid. First: Wait until it is too late for anybody to do anything, before you organize the Reading Circle. Second: To make sure of knocking the Reading Circle in the head, appoint a secretary who does not care anything about it, or about the work: some one who does not know anything about the work and who does not wish to know anything about it. I want to make an exception of course to those secretaries who have

done nobly. We have some of that kind. Then we have other secretaries who have done nothing, and then we have others who have done still less. I have in mind now, one secretary who did his work well and sent in his reports promptly, who is now in his grave. I refer to Mr. C. D. Irelan, who was secretary of the Darke County Reading Circle. I did want to say to the County Examiners, if there are any here today, that we trust they are following the lead that we point out. In many counties, the examiners select books for reading and examine upon them. In such cases examiners become the leaders of the teachers. We have cases, however, where the books are selected but they do not lead the way into the Reading Circle, although they read the course. The trouble is, that they do not become members of the Reading Circle in such cases, and we lose the quarter membership fee, and they do not secure the culture they would get by becoming members of the Reading Circle.

I want to ask you County Examiners to lead gently over, all such cases into the Reading Circle, to the end that they become members of it. We regard this matter of the Reading Circle as very important and trust that you will do all in your power to aid us. This summer we have 694 persons who will have diplomas given to them. What I wish to say from now on, will be supplemental to what Dr. Thompson has said to you. For the benefit of the Executive Committee of this Association I turned the Treasury inside out this morning and then turned it back again. This last year, we started out with a balance of \$1511.79. I extracted from the publishers, \$250. They do not like to admit that they owed it. They prefer to say that they spent it for advertising. I am not particular how they regard it, so we get the money.

The membership fees this past year, amounted to \$1354.77. Then there are some belated fees, which amounted to \$11.44. Then we had another item and that was the interest on the little note that I have been telling you about for a number of years, and which I have urged on you that we should not disturb, amounting to \$50. That makes when added together \$3177. Now then, you must remember that we have an outlay of about \$1540, which when subtracted, leaves a balance of \$1636.55. That balance is what makes the people think that we are rich. This report, however, is before we have paid our debts. This report is made to the Board of Control in May. I want my salary out of that fund; I can live on air myself, but my family must have something more substantial, so here is a deduction of \$500 for that; for clerk hire here is an item of \$200; for the expenses of the Board of Control \$78.91; and the man who lettered the diplomas, wants \$74; and then there is a matter of expressage of \$20, making in the aggregate \$859. That subtracted, leaves a remainder of \$742.75. Now we have made a contract with the publishing house for 25,000 bulletins for \$270, which I think I can prove by Mr. Corson is remarkably cheap, when we consider the advanced price of paper. Then it will take about \$100 to distribute these to the counties. We send these packages to the Executive Committee in each county and I hope that the eighty-eight chairmen will take the package out of the office and cut the string on it, if they do nothing else. Then the Board of Control thought last year, that it would be well for me to knock around a little over the state and the result of my work is evident today. I will call that item of expense \$100, so that after making the proper subtractions in this matter, I have \$267 left. That represents the condition of

our Treasury before breakfast this morning. That is to say, our Treasury showed \$267 this morning before breakfast and after consultation with the Executive Committee, it showed \$67 after breakfast. I now have this \$67 to pay the little necessary expenses that may come up this fall. I shall do the very best I can with it and if you send

for 500 copies of the Bulletin, I will not send them C. O. D., but you will get them all right. I want to say that there is a little reserve fund that we have been keeping from year to year. Not counting that little reserve, we have \$67 for current expenses. That shows how rich we are at this date.

REPORT OF THE COMMITTEE ON RESOLUTIONS.

Resolved, That we, the members of the O. S. T. A. in its fifty-third annual session, at Put-in-Bay, take great pleasure in congratulating Manager McCreary on the very satisfactory entertainment given us.

We congratulate the executive committee on their success in securing rates so liberal from hotel, railroads and boat lines. We congratulate them especially on the most excellent program provided for this meeting; and to the president we express our appreciation of the very efficient manner in which he has presided over its various sessions.

We congratulate the association upon having the largest enrollment for many years; and further on the remarkable fact that every person who had been assigned to duty on the program has been present to perform that duty.

We heartily approve the action of the last General Assembly in making the payment of High School tuition mandatory; in encouraging centralization of schools, and in making larger levies for school purposes possible in special and village districts.

Resolved, That we instruct our committee on legislation to urge upon the next General Assembly the passage of an anti-cigarette law.

We appreciate the honor done Ohio by the National Educational Association in choosing O. T. Corson as its president; and desire to offer a most urgent, sincere and cordial invitation to the N. E. A. to hold the session of 1901 within our borders at the city of Cincinnati.

Resolved, That in consideration of the possibility of the next annual meeting of the N. E. A. being held in Cincinnati, the time and place of the next annual session of the O. S. T. A. be left with the executive committee, to be acted upon by them as circumstances seem to determine.

MARY WILGUS, *Ch'm.*,
LURA B. KEAN,
A. F. WATERS,
F. B. DYER,
S. L. ROSE,
E. F. WARNER,
J. W. SMITH.

On motion of J. E. McKean of Akron, the following resolution was added to those included in the report:

Resolved, That this association approve the action of Attorney General Sheets in his proceedings against institutions which have been granting degrees in violation of commonly accepted educational standards.

SUMMARY OF THE PROCEEDINGS OF THE DIFFERENT SECTIONS.

HIGH SCHOOL SECTION.

The first special session of the High School Section was held in Assembly Hall at the close of the General Session on Wednesday afternoon, June 27. Professor Knott, of Toledo, in a paper full of practical suggestions, treated the subject of "Chemistry in the High School." The subject was discussed by Mr. Culler of Kenton. Mr. Sarver, of Canton, who held the second place in the discussion, but was unable to be present, had delegated Professor Wright to take his place on the program. As the General Session had been protracted beyond the appointed hour, and Mr. Wright was obliged to leave by the 5 o'clock boat, the session was closed after Mr. Culler's discussion.

The second session of the High School Section was called to order shortly after 9:30 a. m. on Thursday, June 28, by the president, Professor Loomis, of Cleveland. The program was carried out as planned, and proved to be crowded with good things. Professor Holden, who was greeted by the Wooster "Yell" from a select corner of the hall when he stepped upon the platform, showed the rare good taste to cut himself short at the close of his allotted half hour, in the midst of a very interesting paper, in order not to infringe upon the time belonging to other members of the program. Miss Wilgus, of Xenia, followed with an intensely interesting paper on a subject which is the touchstone of the living teacher—"Self-training." Miss Wilgus is "alive" and she kept her audience "alive."

Mr. Weimer, of Cleveland, won applause by a liberal and sensible discussion of "Electives in High Schools." Owing to the absence of Mr. F. B. Pearson, of Columbus, and also to the lateness of the hour, the discussion of the paper was omitted. The session closed with a report of the nominating committee by its chairman, Mr. Rybolt, of Galion. For president, D. C. Meck, Mansfield; vice president, C. G. Olney, Galion; secretary, Ida Windate, Delaware. LOUISE JOHN,
Sec'y Pro Tem.

MUSIC TEACHERS' SECTION.

The Music Teachers' Section met in the Ladies' Parlor at 8.30 p. m., Tuesday, June 28. President S. H. Lightner of Youngstown, was in the chair and in the absence of secretary Jagger of Windom W. A. Putt of Warren was appointed secretary pro tem.

Prof. John James of Alliance read a very able paper on "The Method" after which a spirited discussion took place on the subject of "Music Examinations—Their Use and Abuse."

Most of the teachers favored some kind of an examination either oral or written as a stimulus to more effective work.

Prof. James stated that he required each pupil to at least attempt to read an exercise at sight.

Mr. Putt of Warren then read a paper on "Expression in Singing," after which a motion to request each teacher to write a question for discussion at the next meeting, was carried.

At the Wednesday afternoon session forty were present and much interest

was manifest in the discussion of the various subjects.

D. T. Davis of New Philadelphia read a paper on the "Benefit of Ear Cultivation." In it he discussed the mental effect of tones at some length. An interesting discussion on "Mental Effects" followed, Messrs Glover, Gantvoort and Davis participating.

"When Introduce Minor Scales?" was the subject of an able paper by B. C. Welgamood of Tiffin. He would have little to do with music in minor keys in the lower grades because its usually sad character has little in keeping with the buoyancy of the child mind.

Prof. N. Coe Stewart then read a very fine paper on "Is Individual Recitation

Practicable in Sight Singing Work?" On motion of Prof. Gantvoort of Cincinnati the Section voted unanimously to request that Mr. Stewart's paper be published in the OHIO EDUCATIONAL MONTHLY.

The election of officers resulted as follows: President, B. C. Welgamood of Tiffin; Secretary, W. A. Putt of Warren.

On motion of Mr. N. Coe Stewart the Section unanimously extended a vote of thanks to the retiring officers for their interest during the past year.

S. H. LIGHTNER, *President*.

W. A. PUTT, *Sec. pro tem.*,
for F. B. JAGGER, *Secretary*.

MEMBERSHIP ROLL.

Adams county. — D. S. Clinger, Manchester.

Allen. — E. C. Akerman, Bluffton; C. C. Miller, Lima.

Ashtabula. — Henry A. Lewis, Andover; A. F. Campbell, Ashtabula; W. P. Holt, Geneva; D. F. Grier, Jefferson; L. E. York, Kingsville.

Ashland. — W. S. Robinson, Ashland; G. H. Booth, Loudonville.

Athens. — F. S. Coultrap, C. C. Henson, Athens.

Auglaise. — Bertha Slack, New Knoxville; Geo. W. Toolil, New Bremen; J. D. Simkins, St. Mary's; James E. Yarnell, H. H. Helter, Wapakoneta.

Belmont. — S. H. Layton, Maud Little, W. C. Bowers, Barnesville.

Brown. — A. F. Waters, Georgetown; Flora Hertzog, Ripley.

Butler. — S. L. Rose, Hamilton; J. W. MacKinnon, Middletown; C. W. McClure, Oxford.

Champaign. — Effie M. McKinney, Mechanicsburg; R. A. Trees, W. McK. Vance, Urbana.

Clark. — F. W. Heuston, Forgy; Clara Miller, Springfield.

Clermont. — J. E. Collins, Batavia.

Clinton. — W. C. Sayrs, Mrs. W. C. Sayrs, Clara Peeble, Nellie Cockerill, Wilmington.

Coshocton. — J. F. Fenton, L. E. Baughman, Coshocton.

Columbiana. — H. Herbert Ratcliff, Damascus; R. E. Rayman, Anna Gardner, Jessie F. Manly, Florence Updegraff, East Liverpool; W. H. Van Fossan, Lisbon; J. S. Johnson, Grace Gailey, Lillian Robb, Salem; J. L. McDonald, Wellsville.

Crawford. — Louise John, C. G. Olney, D. C. Rybolt, Galion.

Cuyahoga. — D. A. Lehman, E. E. Rayman, Berea; C. M. Knight, Brooklyn; F. P. Shumaker, Chagrin Falls; C. F. Stearns, C. M. Gayer, B. E. Rich-

ardson, Charles F. Thwing, H. C. Muckley, Mary L. Peterson, H. G. Welty, E. S. Loomis, Mary E. Roberts, Clara E. Lynch, L. H. Jones, S. Weimer, Joseph Krug, D. W. Lothman, N. Coe Stewart, J. C. Silcox, Flora B. Herr, Stuart Eagleson, Cleveland; W. H. Kirk, A. Hawthorne Mavis, East Cleveland; C. J. Marshall, H. H. Cully, Glenville; Elizabeth N. McConnell, Lakewood.

Darke. — E. M. Van Cleve, J. L. Selby, Greenville.

Defiance. — R. W. Mitchell, Mrs. R. W. Mitchell, J. J. Burns, Mrs. J. J. Burns, Catherine Calkins, Anna Wells, Anna Siebert, Olive Francisco, Kate Sheridan, Mame Haller, Defiance.

Delaware. — J. H. Rowland, W. G. Ginn, Ida M. Windate, Clara A. Nelson, C. B. Austin, Delaware.

Erie. — J. J. Houser, Castalia; W. W. Overmyer, Ellen C. Bauman, Kelly's Island; Ernest Hammond, Milan; Kate McKenna, H. B. Williams, Elizabeth Koegle, Etta Sutton, Mollie Freyensee, H. M. Lynch, T. W. Bookmyer, Sandusky; J. C. Seeman, Vermillion.

Fairfield. — M. L. Smith, T. C. Coates, C. T. McCoy, H. S. Cox, Lancaster.

Fayette. — J. A. Harlor, Washington C. H.

Franklin. — W. T. Heilman, Canal Winchester; C. L. Dickey, Clintonville; Jacob A. Shawan, O. T. Corson, Margaret W. Sutherland, C. S. Barrett, Abram Brown, R. A. Metcalf, John S. Royer, W. E. Henderson, E. E. Richards, W. G. Compber, John M. Mulford, W. H. McFarland, Iona Frankenberg, Caroline Wendt, Anna Schilling, Belle T. Scott, Augusta Becker, Anna Knies, Mary Esper, W. H. Hartsough, L. D. Bonebrake, Martin Hensel, Mary Gordon, Metta Philbrick, Maud Buxton, J. W. Jones, Katherine Rodenfels, Annice Fishbach, C. B. Galbreath, Hattie Lazarus, W. O. Thompson, L. S.

Wells, Frank S. Fox, J. V. Denney, C. P. Parkhurst, J. W. Davis, Belle Gibson, Columbus; Albert C. Hood, Reynoldsburg; W. J. Zuch, Westerville.

Fulton. — C. M. Carrick, Wauseon.

Gallia. — Jennie Dowd, Jesta McDaniel, Lillie Snead, Ina Hott, Gallipolis.

Geauga. — E. W. Hamblin, Welshfield.

Greene. — R. A. Brown, Cedarville; E. B. Cox, Lewis C. Cox, Jeanette Nelson, Mary Wilgus, Xenia.

Guernsey. — C. L. Cronebaugh, Cambridge.

Hamilton.—A. B. Johnson, Avondale; E. W. Wilkinson, J. M. N. Downes, O. P. Voorhes, G. B. Bolenbaugh, E. W. Coy, Clara B. Jordan, Fred W. Dearness, Edward M. Sawyer, S. T. Logan, Anson McKinney, G. W. Oyler, G. H. Denham, F. E. Swing, F. P. Goodwin, Mrs. C. D. Klemm, John A. Heiser, John C. Ridge, Elizabeth Little, Mary McGowan, R. G. Boone, W. S. Strickland, Mrs. W. S. Strickland, Blanche Neal, H. V. Creel, Blanche Acomb, L. S. Farquhar, George F. Sands, Harrison Wright, J. R. Fortney, A. J. Gantvoort, Frank R. Ellis, M. P. Ryan, Alice Paddock, Cincinnati; Mabelle Brown, A. J. Willey, College Hill; Emma A. Johnson, Fruit Hill; J. W. Lyle, Mrs. J. W. Lyle, Elmwood; J. L. Trisler, Hartwell; S. T. Dial, Lockland; U. D. Clephane, Mack; F. B. Dyer, Lillie Shumard, Madisonville; G. W. Clemens, Mt. Summit; T. L. Simmermon, Pleasant Ridge; C. S. Fay, Wyoming.

Hancock.—J. W. Zeller, Findlay.

Hardin.—Warren Darst, S. D. Fess, Ada; F. J. Stinchcomb, Dunkirk; L. M. Magley, Florence Tipton, Rose Patterson, Margaret Thompson, Tee Doll, Inez Baldwin, J. A. Culler, E. S. Neeley, E. P. Dean, Kenton.

Harrison.—H. V. Merrick, Cadiz.

Highland.—Delos S. Ferguson, Highland; Mrs. Anna H. Marks, H. E. Conard, Nannie Fairley, Kittie Oldaker, Hillsboro.

Holmes.—S. H. Maharry, Millersburg.

Huron.—A. C. Burrell, A. C. Buell, Monroeville; W. H. Mitchell, New London; A. D. Beechy, Norwalk.

Jefferson.—H. N. Mertz, W. H. Maurer, Steubenville.

Knox.—A. C. D. Metzger, Gambier; W. F. Allgire, Fredericktown.

Lake.—Virgil Mills, North Madison; W. W. Boyd, R. A. Tuttle, F. H. Kendall, James Hutchinson, Adelaide Rudolph, Clara M. Hitchcock, R. W. Henderson, A. L. Cole, Painesville; F. E. Morrison, Perry.

Lawrence.—S. P. Humphrey, Iron-ton.

Licking.—C. H. Emswiler, Kirkersville; Lucy E. Taafel, May E. Moore, Clara G. Alexander, Cora B. Henry, Mary R. Vanatta, Carrie M. Kirby, Newark; Ed. A. Evans, Pataskala.

Logan.—H. W. LeSourd, H. Whitworth, Bellefontaine; Charles J. Britton, DeGraff; R. W. Solomon, West Mansfield.

Lorain.—H. M. Parker, Ellen Davis, Luella Phipps, Gertrude Slingerland, Elyria; F. D. Ward, A. S. Gregg, Lorain; R. H. Kinnison, Wellington.

Lucas.—G. K. Lyons, M. T. C. Wing, Mary Law, W. W. Chalmers, C. G. Ballou, L. J. Phebus, Charles H. Thompson, J. W. Knott, Toledo.

Madison.—I. N. Keyser, London; L. W. MacKinnon, Plain City.

Mahoning.—S. H. Lightner, Youngstown; C. C. DeHoff, Garfield

Marion.—Arthur Powell, Emma Trefz, Mena Beerbower, Luella Scholl, Madge Martin, Fronia Graceley, Abigail Harding, Ferne Irely, Flora Kowalke, Clara Kowalke, Anna W. Fite, Jennie Peters, May Hain, Olla Allmendinger, Amy Key, Carrie Linsley, W.

H. Johnston, Hattie Christian, Dell I. Gray, Mrs. May C. Reynolds, Marion; Mrs. Ida Watkins, Prospect.

Medina.—F. G. Maurer, Lodi; A. W. Breyley, R. E. Holcomb, J. R. Kennan, Medina.

Meigs.—O. G. Schoenlein, Pomeroy, Edgar Ervin, Syracuse.

Mercer.—P. C. Zemer, Celina; Ida May Hedrick, Ft. Recovery; C. E. Thomas, Mendon.

Miami.—R. W. Himes, Covington; E. C. Hedrick, New Carlisle; Margaret Moffett, A. Bowers, C. W. Bennett, Piqua; Georgia Fox, C. L. Van Cleve, M. W. Coultrap, Troy.

Montgomery.—W. H. Meck, Charles L. Loqs, Jr., Dayton; W. C. Wilson, Mrs. W. C. Wilson, Lotta Newbrant, Margaret Brown, West Carrollton.

Morgan.—Mott H. Arnold, Malta.

Morrow.—M. W. Spear, Mt. Gilead.

Ottawa.—J. E. Ockerman, Lake Side; C. J. Biery, Oak Harbor; J. C. Oldt, Put-in-Bay.

Perry.—Geo. W. Delong, Corning; J. C. Fowler, New Lexington.

Pickaway.—E. C. Myers, H. M. Plum, Ashville; C. L. Boyer, G. P. Chatterton, Circleville; A. M. Peters, St. Paul; W. F. Gephart, Williamsport.

Pike.—T. W. Horton, Beaver; H. Claude Dietrick, Piketon; B. O. Skinner, F. E. Reynolds, Waverly.

Portage.—C. L. Northrop, A. B. Stutzman, Amy Herriff, Nellie D. Wolcott, Blanche Widdecombe, Bessie Widdecombe, Carrie B. Sawyer, Kent; T. D. Douthitt, Ravenna.

Putnam.—J. W. Smith, Ottawa.

Richland.—E. D. Lyon, D. C. Meck, Bertha Ruess, Amelia Miller, Sophia Ruess, Mansfield; H. D. Clark, Plymouth.

Ross.—Blanche D. Williams, N. H. Chaney, R. R. Upton, Chillicothe.

Sandusky.—E. F. Warner, Bellevue; W. L. Fulton, Clyde; W. W. Ross, Seth Hayes, Fremont; G. D. Smith, Gib-

sonburg; W. H. Richardson, Woodville.

Seneca.—R. J. Kiefer, Attica; C. A. Krout, B. C. Welgamood, Tiffin.

Shelby.—M. E. Hard, S. S. Myers, Sidney.

Stark.—John Morris, J. M. James, Alliance; Lina Ritterspaugh,, Ruth Ritterspaugh, J. M. Wyman, Minnie Snyder, Mary A. Sell, Nettie Steiner, Idalene Stone, Blanche Wilhelm, Mary B. Craig, Mona Little, A. J. De Hoff, Nellie Frederich, Mary King, Augusta Wilhelm, Margaret Derrick, Rose Dietrich, Grace Christensen, Mary Christensen, Stella Tower, Emma Janson, Anna John, Mary Francis, Carrie Sluss, Cora Armstrong, O. A. Wright, Canton; O. W. Kurtz, Minerva; H. G. DeWeese, E. A. Jones, A. B. Oberlin, Massillon.

Summit.—Anna E. Thomas, J. E. McKean, N. L. Glover, Akron; W. M. Glasgow, Barberton; Frank L. Lytle, Copley; C. L. Burrell, Northfield.

Trumbull.—L. T. McCartney, Bristolville; C. W. Harshman, Gustavus; J. C. York, Mineral Ridge; Frank J. Roller, Niles; C. E. Carey, P. E. Osterlander, W. A. Putt, Warren.

Tuscarawas.—J. V. McMillan, Elizabeth Kemp, F. P. Geiger, E. E. Scheu, Canal Dover; D. F. Davies, G. C. Maurer, New Philadelphia; C. W. Hamilton, Tuscarawas; S. K. Mardis, L. E. Everett, Uhrichsville.

Union. — L. B. Demorest, Josephine Lawrence, Nellie Roney, Marysville.

Van Wert.—J. P. Sharkey, Van Wert.

Vinton. — M. A. Henson, McArthur.

Washington. — E. E. Phillips, M. R. Andrews, Henry G. Williams, Marietta.

Wayne.—J. B. Mohler, Orrville; H. F. Longenecker, Marion Smith, Smithville; Charles Hauptert, J. O. Notestein, Grace L. Hartman, Bertha B. Cunningham, John C. Boyd, Gertrude Plank, Margaret C. King, Lura B. Kean, W. Z. Bennett, M. R. McElroy, Alice Smith, I. W. Stahl, R. A. Leisy, Mrs. William Annat, Clae Funck, Elias Compton, Wooster.

Williams.—G. R. Anderson, Edgerton.

Wood. — Kate Jameson, I. N. Van Tassell, Bowling Green; F. W. Wenner, North Baltimore; F. W. Toan, Pemberville; F. A. Cosgrove, Esther E. Barton, Perrysburg; Mrs. Mattie Munn, Portage, Amelia Wetzell, Pearl Helfrich, W. E. Kershner, Prairie Depot.

Wyandot. — T. W. Shimp, Upper Sandusky.

Other States.—A. J. Chaney, Richard Hardy, Alex. Forbes, E. B. Stevens, Geo. A. Bacon, R. K. Row, L. F. Gates, A. L. McLauchlin, Chicago, Illinois; W. M. Henderson, New Cumberland, W. Va.; W. H. Cole, Huntington, W. Va.; J. B. Thompson, Mercer, Pa; Madge Shaw, New Castle, Pa.; Charles Carter, Corydon, Iowa.

Two membership cards were issued without securing a record of the names. In some instances, it was impossible to make sure of the correct spelling of the names.

MINUTES OF MEETING.

GENERAL ASSOCIATION.

The Fifty-third annual session of the Ohio State Teachers' Association which met at Hotel Victory, Put-in-Bay Island, June 26-28, 1900, was called to order by the retiring president, Supt. E. B. Cox.

Prayer was offered by Prof. Elias Compton of Wooster University.

Mr. Cox then introduced president-elect, Charles Haupt of Wooster, who delivered his inaugural address.

Mrs. Cornelia James of Cincinnati presented an interesting paper on "Adolescence."

Mrs. James's paper was discussed by Prof. Elias Compton, Miss Wilgus, Mrs. L. R. Klemm, and Prin. E. W. Coy.

A most excellent paper on "Primary Work" was read by Miss Mary Gordon, Columbus.

Dr. R. G. Boone of Cincinnati read a paper, "Stages in Moral Culture."

Principal A. B. Johnson occupied a few minutes in a request to bring the N. E. A. to Cincinnati in 1901. The association then adjourned.

2:00 P. M., TUESDAY.

The Association was called to order by the president.

In the absence of Prof. J. V. Denney, a paper, "How to Secure College Entrance Requirements in English," was presented by Supt. R. H. Kinnison. This subject was ably discussed by Prin. Ralph R. Upton, Supt. W. H. Cole of Huntington, W. Va., and Pres. Chas. F. Thwing.

Supt. J. L. McDonald read a letter from Dr. Martin G. Brumbaugh expressing regret on account of his inability to deliver the annual address before the association. On motion of Hon. O.

T. Corson, seconded by Prin. E. W. Wilkinson, Dr. W. O. Thompson of Ohio State University was invited to take Dr. Brumbaugh's place on the program.

On motion of Mr. Corson, the secretary was instructed to convey to Dr. Brumbaugh the regrets of the association on account of his unavoidable absence, and their best wishes for his success in his future educational work in Puerto Rico.

The chair announced the following committees:

Committee on Nomination: — C. W. Bennett, Piqua; E. B. Cox, Xenia; A. B. Johnson, Avondale; J. J. Burns, Defiance; O. T. Corson, Columbus.

Committee on Resolutions: — Mary Wilgus, Xenia; Lura B. Kean, Wooster; F. B. Dyer, Madisonville; E. F. Warner, Bellevue; A. F. Waters, Georgetown; J. W. Smith, Ottawa; S. L. Rose, Hamilton.

Association then adjourned.

WEDNESDAY, JUNE 27.

The general association met at 11:00 o'clock.

The claims of the N. E. A. were presented by Prin. J. A. Heizer, who urged the attendance of the Ohio teachers at Charleston, in order that the next meeting of that body might be secured for Cincinnati. Mr. Corson as president of the National Educational Association, also expressed a desire that Ohio should be creditably represented at the Charleston meeting. After the rendition of a vocal solo by W. A. Putt, the paper on "College Entrance Requirements in English" was read by Prof. J. V. Denney of Columbus.

The association then adjourned.

WEDNESDAY AFTERNOON.

Association convened at 2:15.

A pleasing solo was sung by Mr. James. The Cecilian Quartet sang a selection, after which the entire assembly under the leadership of A. J. Gantvoort, joined in singing "Hurrah for the Schools of Ohio."

Supt. S. P. Humphrey of Ironton read a paper on "Safeguards for Adolescents."

Excellent papers were also presented by Supt. John E. Morris of Alliance and Supt. S. K. Mardis of Uhrichsville, the former on "State Normal Schools," and the latter on "Township High Schools."

The association then adjourned.

WEDNESDAY EVENING.

The general association met in business session at 8 p. m., President Hauptert in the chair.

Music was rendered by the male chorus under the direction of Prof. Glover. A pleasing solo was sung by Charles Gantvoort.

The following report of the committee on Nominations was presented by chairman C. W. Bennett of Piqua:

President — E. W. Coy, Cincinnati.

Vice Presidents — Mary Wilgus, Xenia; R. W. Mitchell, Defiance; Mary King, Canton; D. F. Grier, Jefferson.

Secretary — H. H. Helter, Wapakoneta.

Treasurer — C. L. Dickey, Clintonville.

Board of Control, Reading Circle — Margaret W. Sutherland, Columbus; Charles Hauptert, Wooster.

On Condition of Education — E. F. Warner, Bellevue; S. H. Layton, Barnesville.

On Legislation — James Hutchinson, Painesville; J. P. Sharkey, Van Wert; J. A. Shawan, Columbus; S. L. Rose, Hamilton; H. M. Parker, Elyria.

On Necrology — Geo. F. Sands, Cincinnati; Bettie A. Dutton, Cleveland.

On Relation of High Schools to Colleges — J. F. Fenton, Coshocton; J. J. Bliss, Bucyrus.

The report of the committee was unanimously adopted.

The report of the Committee on Necrology was presented by Supt. W. W. Ross of Fremont. He paid a special tribute to the memory of B. F. Hoover and Prof. Edward Orton and gave a sketch of the life work of each of these noble characters.

Prin. Geo. F. Sands of Cincinnati followed in a memorial of W. H. Morgan with whom he had been associated for so many years in educational work.

The report of Committee on Resolutions was read by Mary Wilgus of Xenia, and on motion, a resolution that the report be laid on the table, prevailed.

Dr. W. O. Thompson was then introduced and delivered a masterly address on "The State and Education."

On motion of E. P. Dean, Dr. Thompson was tendered a vote of thanks for his service in behalf of the association.

The meeting then adjourned.

THURSDAY MORNING.

Session was opened with prayer by Prof. S. D. Fess of Ada. Prof. N. L. Glover sang a solo.

Dr. Thompson made a statement of the financial condition of the association, which showed that a transfer of \$200 from the Reading Circle treasury to the fund of the association had been necessary in order that the current expenses could be met.

Secretary J. J. Burns made his annual report of the work of the Reading Circle.

A letter of regret was read from Mrs. Delia L. Williams of Delaware, who was unable to attend the meeting. An appeal was made to members of boards of ex-

aminers to lend their support to the claims of the Reading Circle.

Dr. Thompson asked instruction in the matter of paying expenses incurred by special action of the Association relating particularly to those of the Legislative Committee and the committee that prepared the Syllabus on Arithmetic.

A motion by O. T. Corson that the Association authorize the executive committee to pay the bills presented by the Committee on Legislation and the Committee on the Syllabus of Arithmetic was unanimously adopted.

A motion was made by C. L. Van Cleve, that the expenses incurred by the action of special committees the coming year, be restricted to the preparation of the Syllabus of Grammar. Mr. Corson spoke in favor of paying all obligations of the Association. Mr. Bennett urged the necessity of securing funds for carrying on special work before instructing committees to act and Mr. Dickey and Mr. Van Cleve spoke in favor of the motion. Vote was then taken, and the motion carried.

On motion of E. B. Cox, the report of the Committee on Resolutions was taken from the table.

By common consent, the resolutions were taken up seriatim and without discussion resulting in the adoption of all the clauses excepting that which declared in favor of State normal schools.

On motion by E. P. Dean, the report of the committee on resolutions as amended, was accepted as a whole.

E. W. Wilkinson of Cincinnati, in the name of the management of the Hotel Victory, extended an invitation to the teachers to meet at Put-in-Bay in 1901.

The general association then declared its final adjournment.

CHARLES HAUPERT, President.

J. V. McMILLAN, Secretary.

DEPARTMENT OF SUPERINTENDENCE.

The Department of Superintendence convened in Assembly Hall, Wednesday, June 27, at 9:30 a. m. A male chorus under the direction of Professor Glover opened the session with music. Supt. Hauptert, the president of the association, introduced Dr. C. W. Bennett, of Piqua, who made the invocation.

Another song was sung by the chorus, Supt. R. E. Rayman, of East Liverpool, president of the department, was introduced and delivered his inaugural address, subject, "The Teacher's Economic Value."

President Rayman introduced Supt. F. S. Coultrap, of Athens, who read an able paper on the subject, "Limitations of School Curriculum." Supt. Arthur Powell, of Marion, continued the discussion of the same subject in a most excellent paper.

Supt. F. J. Roller, of Niles, discussed the subject of "A Rational System of Promotions," in a "rational" manner.

The president appointed Supts. J. V. McMillan, of Canal Dover; R. W. Mitchell, of Defiance, and C. L. Boyer, of Circleville, a committee on nominations.

The nominating committee reported nominating Supt. E. P. Dean, Kenton, president; Supt. W. T. Heilman, Canal Winchester, secretary.

The nominees were made the officers of the department for the ensuing year.

R. E. RAYMAN, Pres.

R. W. HIMES, Sec.

THE OHIO EDUCATIONAL MONTHLY.

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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American School Board Journal .....	.....
.....	Milwaukee Wis.
Art Education.....	New York, N. Y.
Canadian Teacher.	Toronto, Ca.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.

Indiana School Journal..... Indianapolis, Ind.
Interstate Review..... Danville, Ill.
Kindergarten News..... Springfield, Mass.
Michigan School Moderator..... Lansing, Mich.
Midland Schools Des Moines, Ia.
Missouri School Journal..... Jefferson City, Mo.
Northwestern Journal of Education.....

..... Lincoln, Neb.
Ohio Educational Monthly..... Columbus, Ohio.
Pennsylvania School Journal..... Lancaster, Pa.
Popular Educator..... Boston, Mass.
Primary Education..... Boston, Mass.
School Bulletin..... Syracuse, N. Y.
School Education..... Minneapolis, Minn.
School Journal..... New York, N. Y.
School and Home Education..... Bloomington, Ill.
School News and Practical Educator.....

..... Taylorville, Ill.
Southern Educational Journal..... Atlanta, Ga.
Southern Schools..... Lexington, Ky.
Teachers' Institute..... New York, N. Y.
Teachers' World..... New York, N. Y.
Texas School Journal..... Austin, Tex.
Western School Journal..... Topeka, Kan.
Western Teacher..... Milwaukee, Wis.
Wisconsin Journal of Education..... Madison, Wis.

It was a great meeting.

THE attendance was the largest for years.

PRESIDENT HAUPERT, of the General Association, and President Rayman, of the Department of Superintendence, are both all right.

THE program was excellent, equal to any of its predecessors, and excelled by none.

PRESIDENT GANTVOORT of the National Music Teachers' Association, received an ovation when he stepped forward to lead in singing "Hurrah for the Schools of Ohio."

THE "Goslings" and all the soloists pleased the audience.

If you hear of any member who, for any cause, has failed to get this number of the MONTHLY, please notify the editor.

PRINCIPAL A. B. JOHNSON and Assistant Principal John A. Heizer presented Cincinnati's claims on the N. E. A. for 1901 in a very effective manner. All the members of the Association are with them in their efforts to bring the great meeting to Cincinnati next year.

THE Board of Trustees of the Ohio State University have ordered ten thousand copies of Dr. Thompson's address on "The State and Education" and they will be ready for free distribution in the near future. Indiana University has also ordered an Indiana Edition of ten thousand. Copies of this address will be mailed to the members of the State Association as soon as it is published, but should any one fail to receive a copy, a postal card to the Ohio State University, Columbus, Ohio, giving name and address, will bring a prompt response.

THE STATE MEETING.

Another very successful meeting has passed into history. All who attended were pleased and benefited, and the attendance was the largest for years.

The executive committee receives and deserves to receive the thanks of the teachers of Ohio for the excellent program which was carried out with very few changes or omissions. The addresses were of a high order. We liked them when they were delivered, and after having read the proof of them twice, our opinion remains the same.

All who attended were disappointed because Dr. Brumbaugh was not present, but his place was filled by our own President Thompson of O. S. U., who always pleases, interests and inspires when he speaks. His address on "The State and Education" was in many respects the best Annual Address delivered before the Association within the

knowledge of the writer who has not missed a meeting since becoming a member in 1884. His perfect frankness, absolute fairness, unquestioned sincerity, and marked ability have given Dr. Thompson a place in the State Association held by very few members, and his friends include all who love fair dealing and honest effort. We believe that the proceedings taken as a whole justify the statement that Ohio teachers are neither unreasonably conservative nor foolishly progressive.

Hotel Victory under the management of Mr. McCreary is an ideal place to meet. If the Association continues to hold its meetings in the summer, and we believe that this time is acceptable to a very large majority of those who will attend its sessions whenever and wherever they may be held, there can be no question regarding the place of meeting. Hotel Victory meets every demand, and in our judgment it would be wise to make it the home of the Association as long as satisfactory rates and accommodations can be secured. It was wise, in view of the possibility of having the N. E. A. in our midst in 1901, to leave the selection of time and place to the executive committee.

With the exceptions of the papers of Mrs. James on "Adolescence" and of President Holden on "Educational Ideals," both of whom declined to have their papers published, this issue of the MONTHLY contains the complete proceedings. As a result of working over time, we are enabled to turn over to our readers at this early date these valuable addresses so full of suggestion and inspiration. We have done our best to report everything as accurately as possible, but if mistakes are found, we beg that indulgence which is due from one human being to another in this world of imperfection.

STATE EXAMINATION.

At the State Examination held at Columbus, June 19-21, 1900, certificates were granted as follows:

Common School Life Certificates: C. L. Anders, Leesburg; M. H. Arnold, Malta; I. M. Cochran, Spencer-ville; E. L. Dubbs, Wyoming; E. P. Durrant, Thornville; C. M. Earhart, Lockbourne; F. H. Flickinger, Iberia; G. B. Hatfield, Batavia; H. F. Haber, W. Mentor; B. D. Hirst, Kinsman; H. I. Hodges, Prairie Depot; G. W. Hurless, Ohio City; W. H. Maddux, Winton Place; H. C. Minnich, Hillsboro; W. L. Nida, Gallipolis; V. W. Ross, Blue Ash; H. T. Silverthorn, Mt. Sterling; E. L. Steenrod, Sidney; C. D. Walden, Scioto-ville; F. H. Warren, Shiloh; J. F. Young, Tontogany; Miss M. Luella Barram, Huron; Miss Gertrude A. Straman, Angola, Ind.

High School Life Certificates: Frank Appel, Ludlow, Ky.; N. H. Chaney, Chillicothe; E. W. Patterson, Wells-ton; J. E. Randall, Camden; T. L. Simmermon, Pleasant Ridge; C. M. Swingle, Millersburg; J. B. Wright, Wilmington; L. E. York, Kingsville; Anna B. Shigley, Jamestown.

The next examination will be held in Columbus Dec. 26, 27 and 28.

EDUCATIONAL NEWS.

—In the recent disastrous fire in Bloomington, Ill., our good friend, Geo. P. Brown, editor of "School and Home Education" lost heavily in the destruction of his subscription list, and large accumulations of valuable records. All his subscribers are requested to send to him at once their names and addresses, and the date of the expiration of their subscription as nearly as they can remember. We hope that all who read this notice will do all in their power to help Mr. Brown in this trying time. The next number of

"School and Home Education" will be published September first.

—On September 4, 1900, the Northern Indiana Normal School and Business College will begin its twenty-eighth year. Extensive improvements have been made including a new science hall, and large additions to the library and dormitory. For full particulars address H. B. Brown, President, Valparaiso Ind.

—The Wooster University Summer School opened June 19 with the largest attendance in its history.

—The Fremont High School graduated a class of ten girls and eight boys, June 8.

—Our thanks are due Jonathan Hunt of Swanton, Ohio, for a copy of the second edition of "The Country Teacher, A Manual for Country Schools."

—It is with deep sorrow that we note the death of Elizabeth McBurney, wife of Dr. John McBurney, of Cambridge. Dr. McBurney is widely known throughout the state, and his many friends extend to him their deepest sympathy in his great affliction.

—Principal J. H. Painter of the Wilmington high school has resigned to accept a position as teacher of Latin in the Steele high school of Dayton.

—J. L. Selby, for several years teacher of Civics and Mathematics in the Greenville high school, has been promoted to the principalship.

—Will C. Merritt who has had charge of the schools at Grove City for several years, has been elected superintendent of Hamilton township, Franklin County. He will also have charge of the township high school.

—C. A. Krout who has been principal of the Tiffin high school since 1889 has been elected to the superin-

tendency of that city made vacant by the resignation of Supt. J. H. Snyder.

—We stated in the June MONTHLY that P. C. Zemer of "Ansonia" had been reelected for two years at an increase in salary of \$100. It should have read "Celina." With this amendment, the statement will stand.

—Some one misinformed us a few weeks since that Supt. M. W. Spear of Mt. Gilead was reelected for his ninth year, and it was so recorded. He has been reelected for another term of three years.

Supt. A. D. Beechy of Norwalk has been unanimously reelected for another term of years.

—Supt. W. H. Wagers of Richwood is a teacher no longer. He has been admitted to the practice of law, and is now the junior member of the law firm of Millar and Wagers of Richwood.

—Supt. M. C. Heminger of Clinton has been reelected for his third year, and salary increased \$150.

—F. S. Coultrap has been reelected at Athens and salary increased \$200.

—H. M. Linn, principal of the Sandusky high school, after being reelected for another year, has resigned to accept the editorship of the *Sandusky Star*.

—B. U. Rannels, assistant principal of the Central High School, Cleveland, has been promoted to the principalship of the new East High School of that city.

BOOKS AND MAGAZINES.

Central School Supply House, Chicago:

"First Steps in Reading," by Gertrude Anderson Alexander, formerly teacher in Model School, Peabody Normal School, Nashville, Tenn.; Miss Agnes Barden, Primary Teacher, and

D. Q. Abbott, A. M., Superintendent, Macon, Ga.

Educational Publishing Company, Boston:

"Stories of Ohio," by Anna Temple Lovering, M. D. A very interesting volume of two hundred and fifty two pages, which will be read with profit by both pupils and teachers. L. M. Paine, Lewisburg, O., State Agent.

Ginn and Company, Boston:

"Dix Contes Modernes Des Meilleurs Auteurs Du Jour," edited by H. A. Potter, A. B., Master of Modern Languages in the Commercial High School, Brooklyn, N. Y. Price, 50 cents.

D. C. Heath & Co., Boston:

"Nein," von Odoerich Benedix, with notes, vocabulary and exercises by Arnold Werner-Spanhoofd, Director of German Instruction in the High Schools of Washington, D. C.

"Er ist nicht eifersüchtig, Lustspiel in einem Act," von Alexander Elz, with a vocabulary by Benjamin W. Wells, Ph. D.

The timeliness of the July "Century" is due in large measure to its literary and pictorial treatment of the present Mecca of holiday-makers. Eight full-page drawings by Castaigne illustrate the exposition; and four other full-page and several smaller drawings from the same pencil form a pictorial commentary on Richard Whiteing's paper on "Artistic Paris."

As an ex-school-committee-woman, Martha Baker Dunn in the July "Atlantic" tells many wholesome and some unpalatable truths as to the general mismanagement of educational problems, the often disheartening treatment of public school teachers, and

the conscienceless demands generally, if not universally, made upon them. The slightly humorous tone which pervades the article makes it easy and attractive reading, while it is none the less outspoken and emphatic as to the need of reform for many crying evils.

"The Ladies' Home Journal" for July has most attractive matter, both in a literary and artistic way. The alluring gardens pictured make one dream of quiet summer days, though the article on "Fruits" quickly changes the scene to a busy and delightful kitchen.

The recent change in "Current History" from quarterly to monthly form is more than justified by the increased interest and value of the work. The June number contains 36 finely engraved portraits and 7 maps, besides other illustrations and many biographical sketches; while its contents range from South Africa to China, from the West Indies to the Philippines, from Canada to Australia, and omit nothing of interest. Boston: Current History Co.

Articles of special interest in the "Forum" for July are: The Passion Play at Oberammergau, by Hans Devrient; Lessons of the \$175,000,000 Ash-Heap, by William J. Boies; Chinese Civilization, the Ideal and the Actual, by D. Z. Sheffield, and American Outdoor Literature, by Henry Litchfield West.

In speaking of the United States as a World Power Charles A. Conant in the July "Forum" says: "The appearance of the United States in the circle of world powers, although seemingly sudden and unexpected, has been a natural evolution of recent political and economic tendencies. The time has come when the intensity of the struggle for new markets and for opportunities for investment has forced the great commercial nations, by the instinct of self-preservation, to demand that the field of competition be kept open, even by the exercise, if necessary, of paramount military force. In supporting this demand the United States will obey the motive of enlightened self-interest which actuates other producing nations. She cannot take any other course without condemning herself to industrial stagnation at home as well as to a loss in prestige abroad. The appearance of foreign states as borrowers in the New York money market is one of the many signs that the period of economic isolation for the United States is drawing to an end, and that she must enter into the competition for the world market and into the field of international finance.

The ever-glorious Fourth was not forgotten when the editor of "St. Nicholas" "made up" the July number of that magazine for the young. "The Battle of Santiago" (July 3, 1898) is the frontispiece. It illustrates a paper by Miss Jessie Peabody Frothingham, in which are chronicled "Some Great Sea-Fights," beginning with Manila and Santiago and going back thence to the first great event in naval warfare, the battle of Salamis, and coming down chronologically, but by leaps and bounds, to Actium, Lepanto, the Armada, the Anglo-Dutch fight on the Downs in 1666, Trafalgar, and Mobile Bay.

Industries for young men and women in rural districts is the subject of an article in the "Review of Reviews" for July, by Mrs. Helen R. Albee, who urges that the encouragement of such industries will help to counteract the shifting of population to the great cities.

"In this contest the problem for the United States, on the economic side, is to attain the greatest producing capacity by the efficiency of competitive machinery and labor, while on the political side it is to keep open the opportunity for the free play of this competitive power in the world's markets. If commercial freedom were the rule among nations, so that there could be no discrimination against the most efficient producer, the industries of the United States would need no political support in the contest for commercial supremacy. But, by reason of the conditions which have prevailed in the world from the beginning, under which diplomatic finesse and military force have been brought to the support of national commerce, it is essential that those people who can produce under the best conditions should not be deprived of the opportunity to sell in the world's markets. This is the significance of the economic and political problem which confronts the American people, and which makes important their foothold in the Philippines as a lever for keeping open the door of China and for sharing in the development of Asia."

The "Century" Co. announces the discovery of a new romantic novelist in a young New Yorker, Miss Bertha Runkle, whose maiden effort is to be *The Century's* leading piece of fiction for the next eight months, beginning in the August number. It is described as a dramatic romance of love and adventure, and is entitled "The Helmet of Navarre." The scene is Paris during the siege by Henry of Navarre, and the action occupies but four days of the week preceding the Sunday when Henry entered the city to give his adhesion to the Catholic Church and accept its ecclesiastical rites — the occasion of his saying that Paris was worth a mass. The story is full of vigorous action, and the plot is said to be one of

fascinating interest. Among the characters of the story are the king himself, the Duke of Mayenne, who commanded the city during the investment, and a hero and heroine of much attractiveness.

Miss Runkle is the daughter of Mrs. L. G. Runkle, a lady of large literary attainments, well known by her editorial connection with the *New York Tribune*, and as one of the working editors of the "Library of the World's Best Literature," and similar enterprises.

This story is, perhaps, another outcropping of the current tendency to romantic fiction, but it is said that it has not been influenced by any of the recent American successes in this field.

The "Arena" for July contains the following table of contents: "The Concentration of Commerce": I. Over-capitalized Industrial Corporations, Edward Goodwin Johns; II. Co-operative Business vs. Trusts, Duncan MacArthur. "The House and the Election of Senators," Hon. Boyd Winchester, LL.D., late Minister to Switzerland. "Will the Chinese Migrate?" J. M. Scanland. "New England's First President," Rev. E. P. Powell. "The Referendum in America," Edwin Maxey, LL.D., of Aurora College, Aurora, Ill. "Our Foreign Relations": I. Turkey and the United States, Justin S. Kirreh; II. The United States in Cuba, Leonora Beck Ellis. "Railroad Control in Japan," Keikichi Abe, of the Oriental Steamship Company, Tokyo. "The Non-Existence of the Devil," Rev. Charles Caverno. "Benevolent Loan Associations," Katherine Louise Smith. "Manual Training in Mental Development," Henry W. Hetzel. "Pernicious Maxims and Ideas," Arthur H. Holmes. "The Ethics of Criminology": I. Restitution to Victims of Crime, J. Albert Stowe; II. Women as Criminals, H. Harrell.

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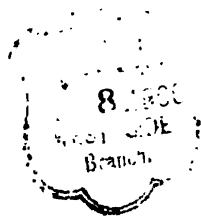
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THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. XLIX.

SEPTEMBER, 1900.

No. 9.

THE TRIP TO CHARLESTON AND THE RECENT MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

BY MARGARET W. SUTHERLAND.

In this up-to-date world in which we are now living, the first question usually asked in regard to anything whatever is, "Was it a success?" The answer is determined by the definition we give to success. If anything answers well the purpose for which we believe it to be intended, it is a success. It was intended that the place of meeting of this Association should afford to the teachers an opportunity to see a section of the country with which many of them are unacquainted. It did this in a manner that delighted many, as I shall further show in giving some account of the trip to Charleston, believing the journeys to the N. E. A. almost as important as its meetings. It was intended that it should give Northern people an idea of Southern hospitality, such as could only

be obtained from experiencing it. And to many of us the expression "Southern hospitality" shall henceforth be synonymous with graceful courtesy.

It was intended that Northern and Southern teachers should begin to show towards each other some of that good-fellowship which now exists between the soldiers who wore the blue and those who wore the gray; and any one present at that first grand session of the General Association, will give evidence that this object was accomplished. It may possibly be said that the membership was not as large as the most sanguine expected. I think the turnout from the Northern, Middle and Western states was all that we could have anticipated, especially when we take into consideration the hot

wave that swept over our country just about the time for most of us to start on our trip, and I am assured by one of the oldest members of the Association that the South turned out better than ever before at any meeting of the Association held in the South.

To make a successful meeting it is necessary that there be a good place for holding sessions and that local committees and the executive committee of the N. E. A. see that even details are looked after for the accommodation of visitors. The Thomson Auditorium was large and so comfortably cool that in no session did I suffer from heat. It was decorated with flags of our country and with flags bearing various industrial designs. The local executive committee under its untiring chairman, Mr. W. H. Welch, had been zealous and wise, and directed and assisted by the executive committee of the N. E. A., did its full part towards making a successful meeting.

The one thing else that is essential to a good meeting is a good program well carried out. The subjects treated of in this year's program were of importance and of general interest; and in the main they were handled by capable men and women, representing well the different sections of our land. President Corson is to be especially congratulated on the fact that so few on his program failed to be present. Dr. Harris, who was in

attendance on the meetings of the Council, was obliged to leave Monday afternoon on account of sailing for Europe; and Rev. H. M. Du Bose, who was to have discussed "Contributions by the Methodist Church to the Cause of Education," was prevented from being present by the serious illness of his father. With these exceptions the program was carried out as designed: on time and with spirit.

The greater number of the Ohio people who attended the Association met at Cincinnati on the evening of July 5. They were met at the station by Mr. John A. Heizer, of Cincinnati, who did all in his power to get them comfortably started.

The next morning Chattanooga was reached, and comments began to be heard very early about the difference between the thrift and enterprise of Southern and Northern cities. You know it is good once and a while to go away from home if for no other purpose than coming back with a renewed sense of its blessings. Soon after breakfast, carriages were at the door, and a large party began a day of great interest. We first drove to the National Cemetery, a beautiful place perfectly kept, suffering, however, a little by contrast with Arlington, which seems to me of all places sacred to dead heroes the most beautiful. We had a quaint driver with many of those child-like characteristics, with much of that humor,

so often found in what is commonly called "the regular Southern darkey." He had a wonderful memory and I really think he gave us much valuable information during the drive. He told us that in the National Cemetery there were almost 13,000 of the nation's dead.

The next place of interest visited was Orchard Knob, Grant's headquarters. Here a gentleman, formerly of Franklin county, Ohio, now of Chattanooga, a Mr. Converse, explained the general plan of the battles fought around Chattanooga, and cheers and other patriotic demonstrations were indulged in led by one whom Ohio teachers are becoming very fond of following, Dr. W. O. Thompson. Next came the drive to Mission Ridge. The historical interest of the scenery here scarcely surpassed the aesthetic interest for beauty spread around us on every side. Often when the places were pointed out to us, the steep declivities up which the soldiers stormed, had not our faith in American valor been very strong, it would have failed to do its work. But spot after spot made immortal was marked by the name of the regiment holding the ground. More monuments have been erected here by Illinois than by any other State, though the name "Ohio" in marble frequently met our gaze. And when we came to drive through Chickamauga Park, we found, at least it seemed so to us, more evidence of what Ohio had done than any

other State. Family pride mixed with State pride here, and I was proud to say that I had had a brother who had done his duty on this battlefield, proud too that before historians had given their verdict on General Thomas, he had written on a small photograph which had been presented to him personally by that brave man, "The greatest soldier in the American army."

As we were approaching Lookout Mountain I could not forbear giving my friends a remembrance of my childhood days. My brother had written home of the wonderful battle and had used the expression in his letter, "fighting above the clouds." A little brother of mine about six years old was listening to the letter, which mother was reading aloud. Suddenly the little voice piped in, "Well, if I had been Willy and been that near Heaven I'd have crawled in, for he doesn't know that he will get that near again."

Our carriages left us at the foot of Lookout Mountain and we went up the Incline, not without fear and trembling, because it looked absolutely vertical most of the way and one is not accustomed to that kind of an ascent. Words cannot paint the scene from the mountain: the valleys about looked to us so very beautiful, with rivers winding in and out in most perfect curves, rich verdure and graceful trees lending their adornment to the scene; and

village and city with workshops made more picturesque by that enchantment which distance lends.

But people cannot live on scenery; and romantic reveries were cut short by animal appetites, made keen by long waiting and fresh, pure air. Lookout Mountain Inn is a handsome hotel and one might enjoy himself there for some time; but in the evening our party divided, some remaining there over night to start for Atlanta in the morning, and others taking the night train for Asheville. I happened to be of this last named party; and fortunate I considered myself when I reached Hotel Battery among the mountains. The view from the piazzas is enough to delight the eye and recall other exquisite scenery amid mountains; but our old friend, Mr. John C. Ridge, secured for a party of us permission to go out on the top of the hotel and have our range of vision extended. Somehow when I looked up at the mountains around me at Asheville, I recalled the magnificent scenery of Manitou in Colorado. Of course, the mountains there are much higher, but one has in both places the feeling of being at the bottom of a great jeweled cup.

At about eleven o'clock we took carriages to drive through Biltmore, George Vanderbilt's beautiful estate. I wish I had space here to devote to an interesting character, our driver; but as I have not,

I move that our friend, Superintendent Rose, of Hamilton, write a character sketch for the MONTHLY, as he sat beside Sambo and enjoyed him with the keenest relish.

As we were not permitted to enter the grounds of the magnificent estate until twelve o'clock we drove about the village, admiring the comfortable houses that are going up for the workmen that are employed in various capacities by Mr. Vanderbilt, and the pretty church which is supported entirely at his expense. One subscriber to the MONTHLY suggested my devoting an article to describing this wonderful estate; but at this time nothing but the general impression made upon us can be even faintly given. We drove over perfect roads for ten miles our driver told us and then we were on only part of this wonderful pleasure grounds, for we could look beyond to the majestic mountain belonging to Mr. Vanderbilt and used by him and his friends for hunting grounds. On both sides of the road beauty met the eye everywhere. Not only did we see the plants to which our eyes were accustomed, but we saw flowers, shrubs, plants unknown to us brought from every quarter of the globe. But the eye was not the only sense delighted. At different places on both sides of the road there were great beds of sweet briar, filling the air with delicious fragrance. Indeed, it seemed to

me that I had never so fully realized the changing delight of a succession of various sweet odors.

The residence looked like a regal castle, but the splendor of its appearance will be forgotten long before the trees, the flowers, the springs, the lakes, and other triumphs of landscape gardeners.

On Sunday morning early our party arrived at Charleston. I had been assigned to one of the comfortable and beautiful homes on South Battery, where we not only looked out upon the ever changing, ever beautiful water, but where we enjoyed continual breezes which kept us from thinking as long as we were there that it was warm anywhere. Everything that gracious hospitality could do to make my stay pleasant was done. At the table all good things that the palate could crave were served in that pretty way which makes everything taste better. I was taken as an honored guest to drive about the quaint, old, historical city (old for America), to visit Magnolia Cemetery, not only beautiful from magnolias as its name would designate, but from oaks covered with silver of grey moss. My host also took me to a service in St. Michael's Church; and at its close he and a member of that church who had courteously invited us to his seat pointed out not only the interesting and historical features of the church and churchyard, but on our way home showed me and told me

so much of interest that I said, "I am walking about on an historical map, am I not?"

Before the meeting at Charleston the MONTHLY published from graphic pens descriptions of many of the attractions of Charleston, so I shall not re-describe them; but I want to repeat what many of those entertained at private homes said: "May the executive committee take us again where there are not sufficient hotel accommodations for us, if the citizens will show us such gracious hospitality as we received in Charleston."

"Long, long be my heart with such memories filled,
Like the vase in which roses have once been distilled;
You may break, you may shatter, the vase if you will,
But the scent of the roses will cling round it still."

Mention must be made of the courtesy of the newspapers shown to the Association. The reports of the meetings given by "The News and Courier" were models.

Ohio headquarters was the scene of busy activity all through the week. The Cincinnati delegation was unceasing in its efforts to secure the next meeting of the Association, and was ably seconded by Ohio teachers in general. By this time most of our readers know that where the next meeting should be held is left in the hands of the executive committee to decide, the di-

rectors refusing even to cast a vote of preference. But I wish I could make them appreciate as I do the work of this Cincinnati committee,—superintendent, teachers (male and female), and representatives from city organizations. If we go to Detroit, it is the result of work done by that city before the meeting; in fact, many believe that a semi-promise was made to that city when we were in Buffalo. But surely if Cincinnati's work does not count this time, it will for some future meeting.

At Ohio headquarters we held a reception one evening; and, strange to say, we had some difficulty in getting there the man we wanted most to see,—the president of the Association. He did not suspect that we had any designs upon him; but he was very busy and thought that Ohio teachers could believe in his interest in them without his showing it by his presence.

But not only the Ohio teachers in the city of Charleston, but many of those at home, wished to give Mr. Corson some slight testimonial of their pride in the fact that he had been chosen president of the greatest educational association of our country. So when by the kindness and diplomacy of Secretary Shepard we got hold of him for a few moments, Mr. John Heizer stepped forward and in an eloquent little speech gave Mr. Corson a keepsake from a number of Ohio friends. Judging by myself, I know

that a little description of the gifts will be welcomed by those who have not yet seen them. One is a watch charm, circular in shape, surmounted by delicate scroll work. One side of the charm is enameled to represent a buckeye and bears in letters of gold the words "From Friends." At the top, just below the scroll work is an opal. On the other side is the monogram O. T. C. in blue enamel and at the top a magnificent ruby. This ruby is so set that it unscrews. The other gift, a diamond shirt stud, which accompanied the charm, is set in a similar way, thus making the diamond in the shirt stud and the ruby in the charm interchangeable. Mr. Corson was able to say "Thank you" to us, but it was pretty hard work for him to express the gratitude that we saw he felt.

And now for a brief account of the program of the meetings. In my opinion, the first session was one of the best *first* sessions I have ever attended. It is never expected that welcoming addresses and responses to them shall ever give us much information, but inspiration is desired on such occasions, and this we received in large measure. We have often heard of Southern oratory. We had fine types of it on Tuesday afternoon, July 10; and yet candor compels me to say that even in fine oratory our Northern brethren equalled our Southern friends that afternoon.

The first speech, after Mr. W.

H. Welch, chairman of the local executive committee had called the meeting to order, was made by the governor of South Carolina, Miles B. McSweeney, on behalf of the state. It was a warm eulogy on South Carolina and was enthusiastically received by his listeners. Hon. J. J. McMahan, state superintendent of public instruction, followed with a clear, earnest welcome on behalf of the educational interests of the state. Then came a most cordial welcome from the municipality through the mayor of Charleston, Hon. J. Adger Smyth.

As an example of beautiful oratory and gracious welcome combined, the next speech, on behalf of the educational interests of the city, was finest. It was made by Henry P. Archer, superintendent of Charleston schools.

The first response to the welcoming addresses was made by Dr. E. Oram Lyte, principal of First Pennsylvania State Normal School, Millersville, Pa. While the spirit of patriotism had been running through the other speeches, and good feeling was everywhere predominant, I was thoroughly glad that Dr. Lyte could be introduced by Mr. Corson as "one of the boys who had worn the blue." And I was glad that this man, who had been a *soldier boy*, was the first to respond eloquently for a united country, and for teachers who in education knew neither North, South, East or West.

Through all the speeches of the afternoon there had been enthusiastic cheering, waving of handkerchiefs, waving of flags, etc., but Supt. J. W. Carr, of Anderson, Indiana, literally lifted his audience to their feet. The pitch of interest was a great thing to witness. I shall never forget the audience as I saw it from the platform that memorable day in Charleston.

The closing response was worthily made by a man of fine presence and most musical voice, Supt. J. A. Foshay, of Los Angeles, Cal.

After music from the First U. S. Artillery Band, which furnished delightful entertainment at all the General Sessions, Pres. O. T. Corson, Columbus, Ohio, made his inaugural address. It was a clear, logical, earnest presentation of educational questions of the day from the standpoint of an intelligent citizen; given without reference to manuscript, it held the attention of all present. [Mr. Corson requested me not to give a eulogy on his speech in the MONTHLY; but I should not be true to myself, nor should be at all fair to our subscribers if I did not say this much.] At the close of the address the meeting adjourned.

A good evening meeting was held, at which the topic "The Small College" was discussed. The phase of it "Its Work in the Past," was admirably treated by President W. O. Thompson, Ohio State University; while Pres. W. R. Harper,

University of Chicago, discussed "Its Prospects." We Ohio people were all proud of the decidedly favorable impression made by our own Dr. Thompson.

On Wednesday morning, Prof. Gantvoort, of Cincinnati, began his work of teaching the new "Rallying Song." To name the leader is to say that before the Association finally adjourned the song was well learned. The special theme of the morning's program was "Contributions of Religious Organizations to the Cause of Education," and the work of the Baptist Church was set forth by Pres. Oscar H. Cooper, Baylor University, Waco, Texas. His paper gave facts and figures to show the generous contributions of the Baptist Church to the cause of education in both men and money. Interesting facts were given concerning the leading college and universities of this denomination at the present time.

As I stated before, the Rev. H. M. Du Bose, who was at this time to have presented a paper on the educational work of the Methodist church, was detained by the serious illness of his father.

There was much interest in the third paper of the morning, that of Dr. Conde B. Pallen, St. Louis, Mo., on "Contributions to Education by the Catholic Church." Of course, we could all agree with the speaker when he said "it was a physical impossibility to outline the work of the Catholic church in ed-

ucation in nearly two thousand years in the time allotted to him;" but it did seem to some of us that he might have spent a little more time in giving the history of its achievements and a little less in giving and defending its aims. However, we thoroughly enjoyed the paper.

At its close Pres. Corson announced the committee on nominations. The Ohio member was John A. Heizer. Dr. E. E. White was chairman of the committee on necrology announced at the same time.

On Wednesday evening there was a very large audience at the Auditorium. Not only the teachers were out in full force, but the citizens of Charleston; and what drew them there was not the scholarly president of Indiana University, but the most distinguished colored man of the world, I think, Booker T. Washington. Dr. Swain spoke first on "The State University." He is a distinguished educator who speaks clearly and well.

I had had the pleasure of hearing Booker T. Washington twice before. I had also read his masterly article in the Atlantic Monthly and rejoiced that one of his race should be invited to write an article for the leading literary magazine of our land. And I was doubly happy that he had been invited to speak at the N. E. A. and at Charleston. Intelligent, cultivated Southern gentlemen who had fought on the

Confederate side in the Civil War listened to him with the most respectful attention, and I prefer quoting from an editorial in "The News and Courier" of Charleston here to giving anything further of my opinion.

Booker Washington spoke at the National Educational Convention last night, and spoke well. He never fails to impress himself upon his audience, whatever that audience. We regard him as one of the greatest men in the South to-day. He is at once the Moses and the Aaron of his race—a wise leader, and always a forcible and effective speaker. He has accomplished more to set his people in the right way, to lead them up to an appreciation of true liberty and civilization than any other man that has ever taught or spoken in this land. * * * He does not believe that the negro can elevate himself by any short cut or artificial means, and protests that the only true test by which the negro can be measured is his real, tangible progress in material and essential things.

Not only did the thought of Booker T. Washington commend itself to the minds of intelligent listeners, but his impassioned eloquence touched every heart.

After music on Thursday morning came the woman's morning. My only criticism of the program would be this setting apart of a session for papers from women. I don't believe in their being "set apart." *When* I am invited to a place on the program of a general session of the N. E. A. I wish

to go on with my brothers. The papers of this session were in the main very good. The general topic was "The Problem of the Grades." Miss Gertrude Edmund, principal of Teachers' Training School, Lowell, Mass., had the subject "The Problem of the Grades." Many of the audience were pleased because she spoke, preferring that to reading.

Miss Elizabeth Buchanan, Kansas City, Mo., presented a very clear, practical paper on "The Problem of Classification and Promotion." She gave some new plans and sustained them logically. I think her ideas would form a good working basis for a needed change in many schools. But I could but think all the time I listened to her that she was taking for granted a very superior principal in each building in a city. I should like to take her paper some time and sketch the principal shadowed forth in it.

Mrs. Alice Woodworth Cooley, supervisor of primary grades, Minneapolis, Minn., charmed and delighted every one with her *talk* (for she referred only occasionally to notes) on "The Problem of Instruction." Her subject permitted her to talk of nature study and literature as related to the child. Given such a subject, and then a woman to discuss it who has a winning manner, beautiful voice, and the advantage of actually living close to children and loving

them, and you may see how we enjoyed a prose poem.

At the close of the morning session, the officers for the ensuing year were elected:—President, J. M. Green, New Jersey; First Vice President, O. T. Corson, Ohio; Treasurer, L. C. Greenlee, Colorado; Director from Ohio, N. H. Chaney.

Thursday evening was full of delight for those of us who love music, because we not only had one of those papers on that subject such as can be given only by Prof. A. J. Gantvoort, but we had a special program of patriotic music rendered by the First Regiment U. S. Artillery band. Mr. Gantvoort's subject was "The Influence of Music on National Life." He began by showing that the greatness of a nation depends upon the character of its citizens, and then went on to show that whatever we would have in the adult must be cultivated in the child. He showed that the influence of the emotions in forming the soul of a man is as great as the influence of his intellect. Courage, forgetfulness of self, noble magnanimity are strengthened by grand music. Authors write under its power and men are stirred by it to noble deeds. If we would have patriotic men and women our boys and girls must learn the songs of our nation.

When Prof. Gantvoort reached the place where he gave a brief history of our national airs, each little

sketch ended by the playing of the particular air by the band. Yankee Doodle, Hail Columbia, The Star Spangled Banner, America and Dixie were all received with unbounded enthusiasm.

When Friday morning came on all sides was heard "I wouldn't miss this morning's program for anything." Nearly every one had heard of Reuben Post Halleck and Martin G. Brumbaugh, and many had the pleasure of hearing them. Those who had not known before of Pres. Wm. M. Beardshear, State College of Agriculture and Mechanic Arts, Ames, Iowa, were not surprised at the enthusiasm of his friends after they had heard his paper on "The Influence of Poetry on Education from the Basis of Æsthetics."

The subject of Mr. Halleck's paper was "The Value of English Literature in Ethical Training." He maintained that the great masters of English literature have defined ethical conduct better than ethical philosophers. An intellectual truth often falls on deaf ears. The world is leaning forward to listen to moral truth. We should endeavor to have the young catch something of Robert Browning's love of difficulties. Moral fibre was never developed except by grappling with difficulty. The thorny path and the thorny crown and the great defeat came before the Easter morning. The greatest aid in moral development is the formation

of an ideal. English literature from Shakespeare to Browning teems with ideals.

When Pres. Corson introduced the next speaker he said: "When the program was prepared Dr. Martin G. Brumbaugh was professor of pedagogy of the University of Pennsylvania. Now he is American commissioner of education to Porto Rico by appointment of President McKinley." The announcement was heartily applauded. Dr. Brumbaugh's address was on "Educational Values in Literature." It was replete with thought and beauty, but must be given in its entirety to be appreciated. It is scarcely fair to do what I shall attempt, give a few seed thoughts.

"We all denounce vehemently the old object lesson—a scheme for foisting tedious and useless categories of words upon a child in the name of object teaching. We seem oblivious to the fact that much of the same pernicious practice still flourishes like a green bay tree under the soothing appellation—nature study."

"The main purpose of the early work in literary training is to arouse in the pupil a sincere love for the best in our literature—not the best judged by standards of mature criticism, but the best measured in elements that arouse in the pupil that rich and deep emotional response so essential to a keen enjoyment of all that is highest in our literary ideals. * * *

"The habit of enjoyment is the fundamental enrichment of the mind for all subsequent effort.

"It may not be inappropriate to note also that the spirit of a noble teacher infinitely transcends any prescribed method.

"Every normally constituted child enjoys much that it has not yet the power adequately to define.

"Literature ought to make the child uneasy under all inartistic influences.

"It remains only to point out once more and emphatically the fact that a true patriot is a lover of literature as well as a lover of liberty, that lofty civic virtue is found only in the soul that loves with equal and undying fervor the fatherland and the mother tongue, cherishing for each a supreme and inseparable passion, striving to honor both by understanding their mission and their power, and living, under the flag, an uncompromising and abiding loyalty for the literature of the nation and of the race."

It was my duty to leave before the last session to take up my summer work on July 16; but I have heard from many since that it was a fitting conclusion to what had been to me one of the most enjoyable meetings of the N. E. A. that I had ever attended. A local newspaper says:—

With the glorious harmonies of the old, yet ever new and beauti-

ful, national hymn, "America," still ringing through the hall last night; with thousands of flags bearing the Stars and Stripes gayly waving in

the breeze that floated in from the sea, the thirty-ninth annual convention of the National Educational Association came to a close.

STATE EXAMINATION QUESTIONS, JUNE 19, 20, AND 21, 1900.

HISTORY OF THE UNITED STATES (INCLUDING CIVIL GOVERNMENT).

1. Settlements were made in America: By whom? Between what dates? Where? For what purpose?

2. Why was the charter of Massachusetts annulled by Charles II? Why was New Haven Colony annexed to Connecticut?

3. What body of people received the name of Dissenters and why? Who were the Huguenots? Why did Germans come to America from the Palatinate?

4. Draw a map showing the states that have been formed from the Territory of Louisiana.

5. What facts in history are referred to in Longfellow's "Evangeline?" Cooper's "Spy?" Name three American historians.

6. Why did Benedict Arnold become a traitor? What became of him?

7. What legal powers does the present Congress have which were withheld from the Continental Congress?

8. What inferior courts have been established by Congress and what judges hold these courts?

9. Give an outline of the principal events during the administration of the ninth President.

10. What provision has been made for the government of Porto Rico?

PHYSIOLOGY, ALCOHOL AND NARCOTICS.

1. Write a half a page on digestion.
2. Write at length of excretion.

3. (a) Show that motion is essential to the process of life.

(b) Has the brain direct control over ganglia? Explain.

4. (a) Describe the contraction of a muscle.

(b) Show that muscular training is really mind training.

5. (a) The cells of the spinal cord compel the body to grow; what cells, if any, compel the mind to grow?

(b) How do cells make known their wants?

6. Locate an inflexible joint with union by cartilage; one with union by pads of fibrous tissue, and one with union by dovetail.

7. Define bacteria. Are they plants or animals? Give any use. How do they produce sickness? What, in the body can destroy them? How do they multiply? Show that "taking cold" is taking bacteria.

8. How do we hear? Draw figure and explain.

9. Give your opinion of the effects of stimulants and narcotics.

ASTRONOMY.

1. Enumerate and define the motions of the earth.

2. Name and define the measure-

ments in the Equinoctial System of measurements.

3. Name, define and give lengths of the kinds of years.

4. Speak of Newton and his laws.

5. Account for, name and define all kinds of tides.

6. Name and define the far and near points in the orbits of the earth and moon.

7. Define sextant, gyroscope, variable stars, mutation.

8. (a) What is the principle of the achromatic telescope?

(b) Describe the zodiac.

ORTHOGRAPHY.

1. The following are from Greek roots. Define them and use them in words: Zoo, phon, phil, patr, mon, log, graph, ge, chron, bio, auto, astro.

2. The following are from Latin roots. Define them and use them in words: Ben; dent, du, ped, reg, stat, voc.

3. Use and define the following suffixes: Ate, ee, ful, ish, ling, or, ship.

4. Mark the vowels and consonants and accents: Amenable, apparatus, bade, biography, carbine, caret, comparable, confidant, construe, contumely, conversant, conversely, donative, finance, gratis, inquire, leisure, ordeal, vagary, vehement, zoology..

5. Spell: Saongs, rezheem, aleet, kafa, dabu, satellite, cartilage, abetteor, lettuce, ingenious.

GEOLOGY.

1. Name your county. How long since it arose from the sea? What work has water done on the surface? To what age does the surface rock belong? Account for the soil. Is the soil sterile or fertile? Why?

2. Give the sources and effects of heat.

3. What has life to do with forming the earth's surface?

4. Name three valuable building stones. Of what is each composed? How was each made?

5. Of what kind of rocks did the people of the Stone Age make their weapons? Why?

6. Describe the Age of Mammals.

7. Speak of the Clay Industries of Ohio.

8. How is the geologic time calculated? Give estimates of the length of geologic times.

GEOGRAPHY.

1. Draw an outline map of a hemisphere and on it represent the equator, tropics and polar circles, marking on each its latitude.

2. Is the north pole in sunlight or in darkness December 22? Give reason for your answer.

3. In what direction is London from the north pole? What is the situation of all places whose true time agrees with that of New York City?

4. Compare distance in miles of 15 degrees north with that of 15 degrees west of Washington, D. C.

5. If a cablegram is transmitted at sunrise from London to New York without loss of time, during what part of the day should it be received at New York? Give reason for your answer.

6. What is the approximate distance from New York to Liverpool? San Francisco to Yokohoma? San Francisco to Honolulu?

7. Commencing with the highest arrange the following cities in the order of their elevation: Buffalo, Duluth, Toronto, Boston, Detroit.

8. Name the States through which the Northern Pacific passes.

9. Trace the shortest all-water route from London to Bombay.

10. Describe the process of irrigation. In what part of the United States is it practiced?

ALGEBRA.

1. Factor: $x^2z^2 + ax^2 - a^2z^2 - a^3$; $(a^2b^2) - m^2n^2 - n^2$; $3a^2 - 6ab + 3b^2 + 6ac - 6bc$; $49b^4 - 11b^2c^2 + 25c^4$.

2. Simplify:

$$\frac{1}{a(a-b)(a-c)} + \frac{1}{b(b-a)(b-c)} + \frac{1}{c(c-a)(c-b)}.$$

3. A and C can do piece of work in 6 days; B and C can do it in 8 days. In what time can they all do it working together, if A can do 3-2 as much as B?

4. Simplify: $2\sqrt[3]{3x} + 5\sqrt[3]{9x^2} - \sqrt[3]{27x^3}$.

5. $\frac{3x-1}{\sqrt[3]{3x+1}} + \frac{\sqrt[3]{3x-1}}{2} = 4$. Find value of x .

$$\frac{3x-1}{\sqrt[3]{3x+1}} - \frac{\sqrt[3]{3x-1}}{2} = 4.$$

6. $\left(\frac{6}{x} + x\right)^2 + \left(\frac{6}{x} + x\right) = 30$.

Find value of x .

7. $\left. \begin{array}{l} x^2 + y^2 = 52 \\ x + y + xy = 34 \end{array} \right\}$ Find x and y .

8. A boy rode 10 miles on his bicycle, when it broke down, and he was compelled to return on foot. He found that it took 1 hour and 15 minutes longer to walk back than it did to ride out. How fast did he ride, if he walked 4 miles less per hour than he rode?

GERMAN.

1. Translate into German:

(a) You can have as much of it as you will; I have not wanted to reserve anything for myself.

(b) Can you remember the title of the book which we read (*perfect*) together on our journey.

(c) God bless our land and our people.

(d) We did not believe that the illness was so bad, and that he so much needed our help.

2. (a) Principal parts of *herbergen entschuldigen, unterschreiben, schliessen*.

(b) Conjugate future passive indica-

tive of *verlieren*; perfect subjunctive of *kommen*; present indicative of *tragen*.

(c) In what three ways may the passive voice be translated into German? Illustrate by examples.

When is the inverted order of a sentence used? The transposed order? Give examples.

3. Translate into English:

Egmont (allein.) Alter Freund! immer getreuer Schlaf, siehst du mich auch, wie die übrigen Freunde? Wie willig senkest du dich auf mein freies Haupt herunter, und kühltest, wie ein schöner Myrtenkranz der Liebe, meine Schläfe! Mitten unter Waffen, auf der Woge des Lebens, ruht' ich leicht athmend, wie ein aufquellender Knabe, in deinen Armen. Wenn Stürme durch Zweige und Blätter sausten, Ast und Wipfel sich knirschend bewegten, blieb innerst doch der Kern des Herzens ungerührt. Was schüttelt dich nun? Was erschüttert den festen treuen Sinn? Ich fühl's, es ist der Klang der Mordaxt, die an meiner Wurzel nascht. Noch steh ich aufrecht, und ein innerer Schauer durchfährt mich. Ja, sie überwindet, die verrätherische Gewalt; sie untergräbt den festen, hohen Stamm, und eh' die Rinde dorrt, stürzt krachend und zerschmetternd deine Krone.

4. Translate:

Der Schatten nahm auf meine Bewegung vor mir die Flucht, und ich musste auf den leichten Flüchtling eine angestrengte Jagd beginnen, zu der mich allein der Gedanke, mich aus der furchtbaren Lage in der ich war, zu retten, mit hinreichenden Kräften ausrüsten konnte. Er floh einem freilich noch entfernten Walde zu, in dessen Schatten ich ihn nothwendig hätte verlieren müssen—ich sah's, ein Schreck durchzuckte mir das Herz, fachte meine Begierde an, beflügelte meinen Lauf—ich gewann sichtbarlich auf den Schatten, ich kam ihm nach und nach näher, ich musste ihn erreichen. Nun

hielt er plötzlich an und kehrte sich nach mir um. Wie der Löwe auf seine Beute, so schoss ich mit einem gewaltigen Sprunge hinzu, um ihn in Besitz zu nehmen—und traf unerwartet und hart auf körperlichen Widerstand. Es wurden mir unsichtbar die unerhörtesten Rippenstöße ertheilt, die wohl je ein Mensch gefühlt hat.

ARITHMETIC.

1. A, B and C engaged in trade with \$1,930 capital. A's money was in three months, B's five months, C's seven months. They gained \$117, which was so divided that 1-2 of A's equaled 1-3 of B's and 1-4 of C's. What was the capital and gain of each?

2. How many quarts of berries can be put in a box the bottom of which is 14 inches square on the inside, and at the top 18 inches square, the depth being 8 inches?

3. A invests a certain sum in 6 per cent stock at $107\frac{1}{2}$ and twice as much in 5 per cent stock at $89\frac{1}{2}$, brokerage $1\frac{1}{2}$ per cent in each case. What does he invest in the first, if his income from both is \$500.

4. I bought two houses for \$11,700, paying 25 per cent more for one than for the other. I sold the cheaper house at a profit of 20 per cent, and the other at a profit of 16 2-3 per cent. What was my total gain?

5. A building 64 feet high stands on the street directly opposite a tree 55 feet high. In the street between them is a post. From the foot of the post to the building is 76 feet, and from the top of the post to the top of the building is 95 feet. While from the top of the post to the top of the tree is 80 feet. How high is the post?

6. A merchant has two kinds of sugar, one of which cost him 10 cents a pound, the other 12 cents a pound; he has also 100 pounds of excellent quality, which cost him 15 cents a pound.

He wishes to make 25 per cent on his cost; how much of each quantity must be taken that he may sell the mixture at 14 cents a pound?

7. A and B own a stack of hay in conical form. It is 15 feet in height, and A owns 2-3 of the stack; how many feet must he take from the top for his share?

8. Exchange the five following notes for six others, each for the same amount, and payable at equal intervals of time. One for \$1,200 due in 41 days; \$1,500, due in 72 days; \$2,050 due in 80 days; \$1,320, due in 110 days; one of \$1,730, due in 125 days; total, \$7,800.

RHETORIC.

1. Define synonym. What is diction? Distinguish between purity and propriety of diction.

2. Name the classifications of poems. What are the essential marks of a poetical composition?

3. What is a rhetorical figure? Give two reasons for the origin of figures.

4. Name the departments of rhetoric. Which should be taught first? Why?

5. Give an example of climax. What rules must be observed to maintain the unity of a sentence?

6. What is a thesis? In what does it differ from an oration?

7. Where tastes differ, what is the standard? Define taste.

8. Point out the resemblance between synecdoche and metonymy. Give the difference between metaphor and simile.

CHEMISTRY.

1. Explain the decomposition of CO_2 that takes place in the leaves of plants, the chemical agent involved, and the disposition of the elements.

2. Give the chemical symbol of the product of the combustion in air of (a) sulphur, (b) phosphorous, (c) hydrogen, (d) zinc.

3. Give the name of two prominent characteristics of the metallic base of (a) clay, (b) gatená, (c) cinnabar.

4. Give the chemical properties of a flame? Why is the flame of a Bunson burner less luminous than an ordinary gas flame?

5. Which is 'he richer in oxygen, water or air? Why will not ordinary combustibles burn in water?

6. Give the chemical equation expressed in changes which take place in the preparation of nitrous oxide.

7. How would you prove, chemically, that coal is of vegetable origin? Give the difference between anthracite and bituminous coal.

8. What is fermentation? Give the fermentative process of making vinegar.

PHYSICS.

1. What is meant by mechanical advantage? Illustrate by the wheel or axle.

2. Prove, geometrically, the laws governing centrifugal force.

3. What is Pascal's law for the transmission of pressure? Demonstrate.

4. Explain what is meant by the latent Heat of Fusion; also the Thermal Capacity of Water.

5. Find the image, when the object is between the focus and the double convex lens.

6. What is meant by the interference of sound? Explain overtones in harmonies.

7. Describe specific gravity. Give its laws.

8. If a fire engine discharges 16.8 cubic feet of water through a $\frac{3}{4}$ inch pipe in one minute, how high will the water be projected, the pipe being directed vertically?

TRIGONOMETRY.

1. Construct an angle whose sine is $\frac{3}{4}$, whose tangent is $\frac{3}{4}$, whose secant is $\frac{5}{4}$.

2. Demonstrate: $\text{Cos. } 135^\circ = -\frac{1}{2}\sqrt{2}$.

3. Prove; that, in any plane triangle, the sides of the angles are proportional to the opposite sides.

4. At a point 18 feet from the foot of a tree, the angle of elevation of the top was found to be $62^\circ 40'$. Find the height of a tree.

5. Why is the sum of the logarithms of two numbers equal to the logarithm of their product?

POLITICAL ECONOMY.

1. State the law of rent. What is the relation of rent to the price of land?

2. Discuss the dynamics of wealth.

3. What constitutes an economical difference?

4. State Gresham's law.

5. What were the causes of the panics in the United States?

6. Survival of the fittest, how far carried out in the human family?

7. Give argument for or against the single tax theory.

8. Give argument for or against a Porto Rican tariff.

9. Discuss taxation.

10. To what extent have you studied this subject?

LITERATURE.

1. Give an account of the poem of Beowulf. State King Alfred's literary influence.

2. What was William Caxton's influence upon early English? Upon what does the fame of Sir Thomas More rest?

3. Who wrote *The Schoolmaster*? *Every Man Out of His Humor*? *Moll Flanders*? *Tale of a Tub*? *Night Thoughts*? *Tam O'Shanter*? *Ode to Adversity*? *Rasselas*? *The Good Natured Man*? *Lalla Rookh*? *Queen Mab*? *Endymion*? *Lochiel's Warning*? *Aids to Reflection*? *The Prisoner of Chillon*? *Tales of a Grandfather*? *Crown of Wild Olives*? *Heroes and Hero Worship*? *The Virginians*? *The*

Mill on the Floss? The Cricket on the Hearth? Songs of Seven? Aurora Leigh? The Miller's Daughter?

4. How would you classify Shakespeare's plays? Mention two plays of each class.

5. Give a brief pen-picture of Samuel Johnson. State his standing and influence in the literary world of his day. Name his greatest works.

6. Compare the American literature of the first half of the nineteenth century with that of the last half.

7. Name five of the most prominent books of the last three or four years, and give author of each.

HISTORY OF EDUCATION.

1. In studying pre-Christian education, the histories of what nations would you study? Give an educational principle of each.

2. Give brief sketches of the lives of three Athenian educators.

3. What results did Roman education seek?

4. From an educational standpoint, why should Christ be called the "Great Teacher?"

5. What is meant by monasticism? By scholasticism?

6. What educational work and what periods are suggested to you by the following names: Loyola, Ascham, Comenius, Francke?

7. Name the greatest book written by Rousseau. By Froebel. By Herbart. By Comenius.

8. Give a brief sketch of the life of Horace Mann.

SCIENCE OF EDUCATION.

1. Does true education seek to transform into habit what ought to belong to one's nature? Illustrate.

2. Explain the meaning of John Dewey's expression: "Education is not a preparation for life; it is life."

3. Make an outline for and against the prize system in education.

4. Explain the theory of Comenius: "Everything should be done in the order of nature."

5. What are the qualifications of a good teacher?

6. How does the study of the common branches tend toward morality?

7. What is meant by "Science of education?" "Secondary schools?" "Elementary schools?"

8. What are the distinctive natures of work and play? What is their relation to each other in school life? Should work ever be treated as play? Why?

GRAMMAR.

1. Give a classification of the parts of speech.

2. Write four compound sentences:

a. Coordinate clause introduced by a copulative conjunction.

b. Disjunctive.

c. Adversative.

d. Illative.

3. What is meant by Concord of Tenses? Illustrate by examples. What is meant by Concord of Propositions? Illustrate by example.

4. Discuss in full the use of *will* and *shall*.

Behold an Israelite *indeed*, in whom there is no guile. A saint in crape is *twice* a saint in lawn. *The* more I see him *the* better I like him. Ye seek a proof of Christ's *speaking* in me.

Parse italicized words.

5. "I cannot tell what you and other men

Think of this life; but for my single self

I *had as lief* not be *as live* to be
In awe as such a thing *as I* myself."

Diagram and parse italicised words.

THEORY AND PRACTICE.

1. What is meant by school organization, school government and school discipline?
2. What place does the teacher hold in each?
3. What use should the pupil make of the text book? What use should the teacher make?
4. Describe the conditions which would surround your school, if you could make them.
5. What, in substance, is the Ohio law regarding the suspension of a pupil.
- 6 to 10. Write about one hundred and fifty words on the subject, "Should Ohio Tax-Payers support Normal Schools?"

GEOMETRY.

1. Demonstrate—A triangle is isosceles if the medians to two sides are equal.
2. Demonstrate—The line joining the middle points of the diagonals of a trapezoid is equal to half the difference of the bases.
3. Demonstrate—The line joining the centre of the square described upon the hypotenuse of a right triangle to the vertex of the right angle, bisects the right angle.
4. Demonstrate—The radius of a circle inscribed in an equilateral triangle is equal to one-third of the altitude of the triangle.
5. Construct a circle which shall touch three given lines two of which are parallel.
6. Inscribe a square in a semicircle.
7. From the end of a tangent 20 inches long a secant is drawn through the centre of the circle. If the exterior segment of this secant is 8 inches, find the radius of the circle.
8. A pyramid 15 feet high has a base containing 169 square feet. At what distance from the vertex must a plane

be passed parallel to the base so that the section may contain 100 square feet?

PSYCHOLOGY.

1. Give an outline of the mental faculties with principal and subordinate divisions.
2. Distinguish an image from a concept.
3. Do sensation and feeling accompany willing? Explain.
4. What is paidology? What is its relation to psychology?
5. What is attention? What are the conditions of attention? What is expectant attention?
6. What is the basis of habit? Illustrate.
7. How do coaching and cramming injure the mind?
8. Explain fully how perceptual power in the child is developed?

LATIN.

1. We pity them. I am ashamed of my folly. I did not conceal from you the conversation. Translate the foregoing into Latin.
2. Translate: Eo cum de improvviso celeriusque omnium opinione venisset, Remi qui proximi Galliae ex Belgis sunt, ad eum legatos Iccium et Andecumbogium, primos civitatis, miserunt, qui dicerent se suaque omnia in fidem atque in potestatem populi Romani permittere, neque se cum Belgis reliquis consensisse neque contra populum Romanum coniurasse, paratosque esse et obsides dare et imperata facere et oppidis recipere et frumento ceterisque rebus iuvare; reliquos omnes Belgas in armis esse, Germanosque, qui cis Rhenum incolant, sese cum his coniunxisse, tantumque esse, eorum omnium furorem, ut ne SueSSIONES quidem, fratres consanguineosque suos, qui eodem iure et eodem legisbus utantur, unum imperium

unumque magistratum cum ipsis habent, detertere potuerint, quin cum his consentirent.

Syntax of *eo, opinone, oppidis, frumento*. Why is *venisset* subjunctive? *dicerent? utantur habeant?*

3. Translate into Latin:

a. He refused to give an opinion.

b. Since there are gods it is necessary that there should be living beings.

c. He fortified the hill before it was perceived.

d. Picked men were sent to take possession of Thermopylae.

4. Translate:

Mecum erit iste labor. Nunc qua ratione, quod instat,

Confieri possit, paucis, adverte, docebo.

Venatum Æneas unaque miserrima Dido

In nemus ire parant, ubi primos crastinus ortus

Extulerit Titan, radiisque retexerit orbem.

His ego nigrantem commixta grandine nimbum.

Dum trepidant alæ, saltusque indagine cingunt,

Desuper infundam, et tonitru coelum omne ciebo.

Diffugient comites, et nocte tegentur opaca:

Speluncam Dido dux et Trojanus eandem

Devenient. Adero, et, tua, si mihi certa voluntas,

Connubio jungam stabili, propriamque dicabo.

Hic Hymenæus erit. Non adversata, petenti

Annuat, atque dolis risit Cytherea repertis.

Syntax of *ratione, paucis, venatum, grandine, tonitru, nocte*.

5. Translate into Latin:

a. He did not refuse to submit to punishment. b. Nothing is so difficult that it cannot be investigated. c.

Though glory may not possess anything in itself, yet it follows virtue. d. I will set forth my plan before I speak of the republic.

GENERAL HISTORY.

1. Contrast Athens and Sparta.

2. What were the four great schools of philosophy in the fourth century, B. C. Give the leading thought of each.

3. Describe a day in Rome in the time of Augustus Cæsar.

4. What can you say about Charlemagne?

5. Relate some anecdote, or state some interesting fact concerning Cromwell, Napoleon, Louis IV, Peter the Great, Elizabeth, Mary Queen of Scots.

6 and 7. For what is the year 800 noted? 1000? 1066? 1215? 1328? 1346? 1415? 1492? 1495? 1517? 1525? 1572? 1588? 1598? 1648? 1707? 1756? 1775? 1789? 1815?

BOTANY.

1. Tell all you know about the dandelion.

2. Write the common name, genus, species and family name of five plants.

3. Name the kinds of plant cells. Give composition of a cell wall and cell contents. Is there any difference in the composition of cell contents in man and the oak?

4. Draw a flower and explain fertilization. How is a fern fertilized?

5. Name all the movements of plants, if they have any.

6. Outline the kinds of fruit, giving example of each.

7. Show that plants struggle for existence.

8. Define villose, truncate, torus, androecium, antheridium.

CIVIL GOVERNMENT.

1. Give the naturalization laws.

How were the Porto Ricans naturalized?

2. Give your opinion, with reasons, as to whether our territories are governed by Congress or by the Constitution of the United States.

3. Show that our President has much power.

4. Which is the higher power the Congress or the Supreme Court? Why do you think so?

5. Enumerate and define the kinds of taxation.

6. How may the Constitution be amended?

7. How may territories be admitted as states? How was Ohio admitted?

8. Name the duties of the Probate court.

9. By whom, if at all, may Ohio be sued?

10. Define platform, caucus, lobby, primary.

LOGIC.

1. Define proposition, judgment, and reasoning. Show that judgment is synthetic, and reasoning is analytic.

2. Name the four kinds of categorical propositions. What letters designate these propositions?

3. Define *sylogism*. Name the three

terms. What is meant by a distributive middle?

4. Show the difference between deductive and inductive reasoning. Give an example of an inductive syllogism and a deductive syllogism.

5. Name the sciences most closely related to Logic and show connection. What advantage does the teacher derive from the study of Logic?

ZOOLOGY.

1. Name in their order the four closely allied branches of natural science; state scope of each, and show their relations to each other.

2. Name the most celebrated authorities on the subject of Zoology, and the best known work of each. What was Audubon's specialty?

3. Classify the animal kingdom; and give a representative of each class. What is the highest class? Why? The lowest?

4. Classify the whale; the horse; the bat; the oyster.

5. Who discovered and named the *Eosoon Canadense*? What are we to learn from a study of the fossils of the earlier geological epochs?

A STROKE OF LIGHTNING.

BY J. A. CULLER.

Ministering spirits are usually represented in the form of human beings with wings of huge birds, but they can be more truly seen in clouds, winds, sunshine, and thunderbolts. The ancients were certainly under a wrong impression when they thought that Jupiter hurled thunderbolts only when he was angry. The motive back of

lightning is benign, as those who understand know. Up to late years nothing was known as to the nature of lightning. In a book published in London in 1651 and which professed to be a complete collation of all the facts of physics known up to that time, not a word is said about electricity, but lightning is explained under the title of

fiery meteors and is described as follows: "Lightning is a fire kindled within a cloud, which flying from the contrary cold breaks out with a horrible noise and for the most part casts the flames as far as the earth. The world is the Alembick of nature; the air is the cap of this Alembick; the sun is the fire; the earth, the plants, the water, the minerals, etc., are the things which exhale vapor continually, and these vapors are wrapped up in the clouds and endure one another so long as till the sulphur takes fire and when that happens there follows the same effect as in gunpowder; a fight, a rapture, a noise, a violent casting forth of matter which inflames whatsoever it touches and smiting into the earth it turns to a stone and this stone being taken out after a time is called a thunderbolt."

There are some things about lightning which we do not know certainly yet, but we are confident enough in our knowledge of some phases of this subject to make the above explanation seem amusing. It is interesting at least in showing the origin of the word thunderbolt.

When Franklin lived the subject of static electricity was being investigated with a great deal of interest and Franklin was one of these investigators. His fertile mind could easily expand the tiny spark and snap of his hand machine to the vivid flash of lightning and roar of thunder. His famous

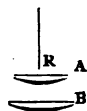
kite experiment showed that he was correct and the identity of lightning and electricity was established.

The only conditions needed to produce lightning are that there be two bodies with opposite electric charges and then that this difference of charge be increased or the resistance of the dielectric be decreased until electricity flows from the one to the other. In case of lightning these two bodies are usually a cloud and the earth or two clouds.

Just what are all the influences tending to electrify a cloud we cannot tell.

Experiment shows that the air is usually electrified whether there are any clouds or not, and clouds mostly contain a positive charge. The friction of the air upon the earth might explain the difference in the kind of electrification in the air and earth just as when a stick of sealing wax is rubbed with flannel, the wax will be found to be negatively, and the flannel to be positively electrified.

The relative condition of the cloud and the earth can be well represented by use of two pie pans, A and B.



B is filled with rosin, which is melted, poured into the pan, and allowed to cool. A is an empty

pan with an insulating handle of wax or glass fastened to it with chewing gum or some tough wax. Now rub the rosin in B with flannel or strike it with the fringe of a woolen shawl till it is strongly electrified, then place A upon it so that the pans do not touch, then touch A with the finger. Now take hold of the handle R and lift A straight up. A will contain a positive charge and will represent a cloud, while B will represent the earth. The electricity may leap one-half inch from A to your knuckle.

There is in the air at all times about 54,000,000 tons of water in the form of vapor. This vapor will collect in little spherules of water about the particles of air dust and in passing through the electrified air receive on their surface the charge of the air and this charge may increase until the tension is very great; but since the spherules of the cloud now all have the same charge they will repel each other just as two pithballs will stand apart when they have the same charge. The cloud must then be discharged before the raindrops can be formed, and so just after the blinding stroke and the thunder it is a common experience that we have a copious shower, then all gets quiet again and the process is repeated.

Lightning is simply a flow of electricity between two electrified bodies of different potential and

the stroke is in both directions, i. e. electricity surges back and forth a great many times. We have the idea that lightning comes down only, but this arises from our usual experience with falling bodies. No one ever saw the end of a real stroke of lightning. While the time can be measured it is very short. Lightning can make a trip to the moon in about one second and a stroke from a cloud to the earth lasts .00001 of a second. The time seems longer because impressions on the retina last for one-sixth of a second.

The light which we see is not electricity, for electricity is invisible, but a streak of heated air marking the path along which the electricity traveled; the air then will very suddenly expand and clash back together again, causing what we call thunder. This is the part of a storm which some people fear most. When the stroke is near by there is a sudden crash and that is the end of it, but when the stroke is a little distant then there may be a prolonged roar. This is accounted for by the fact that one part of the path may be much nearer to us than another and as sound travels slowly it comes creeping in from all points along the path, and also the air is not acoustically homogeneous and so a bank of air which is opaque to sound may keep some of the sound from us on one side and reflect some back to us from the other side and so we may have al-

ternate loud and weak rumbling of thunder continued for some time after the stroke.

Lightning has an appreciable effect upon the chemical composition of the atmosphere. One noticeable effect is the increase in the amount of ozone (O_3) in the air after a thunderstorm; this is a very active substance and gives the air its bracing effect and also its bleaching effect upon linen.

During the year 1899 more people were killed by lightning than in any year of which we have any record in the United States. Five hundred and sixty-two people were killed and 820 were injured. Of those killed about 45 per cent were in the open, 34 per cent were in houses, 11 per cent occurred under trees, and 9 per cent in barns. A dozen or more were killed from being near to a wire clothes line.

Certain reasonable precautions can be taken as a protection from lightning. If one can know that he is out of the line of least resistance he is safe. To be seated on the top of a pile of iron would not be a safe place, but to be buried in the midst of it might be. To be near to a stove which has no connection with the ground, particularly if there is heat in it, is not safe, both because of the soot in the chimney and the heated air. It is safer to lie down in an open field than to stand. It is very unsafe to lean against a tall or short tree during the passage of a storm.

The reasons for these statements and many others which the reader may work out are all based on our first postulate.

There has been some nice discussion as to the feelings of one who was killed by lightning, and the testimony of those who have survived a strong shock, but were unconscious for a time, as well as the nature of the stroke, goes to prove that when one is killed by lightning it is for him simply a blotting out of existence without a pang or a pain. The calm and placid features of those who are thus killed go to show the same. From investigations made by Helmholtz a sensation travels 100 feet a second along a nerve. If a whale is fifty feet long and wounded in the tail it would take one-half a second to transmit an impulse to the brain, one-tenth of a second for the molecules of the brain to rearrange themselves to receive the impression and then one-half second more for the motor impulse to travel back to the tail. So there would be one and one-tenth seconds before the whale would move his tail because of the wound. An impulse travels slowly along a nerve. If a babe had an arm long enough to reach the sun and would plunge his hand into that great heat he could grow to be an old man and die without ever having felt the burn, for the impulse would not yet have reached him.

We have said above that a stroke

of lightning lasts only .00001 of a second and it immediately destroys the ability to perceive or transmit

sensation. No death could be easier than that from a stroke of lightning.

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

Sometimes it is well to go beyond the limits of one's own bailiwick in order to a better perspective. In addition to the direct influence of such a method of study, comparison and contrast are always valuable adjuncts.

Whatever other benefits accrue from the Charleston meeting, it may be set down as a postulate that geography and history will take on new life and meaning this year in many schools of Ohio by reason of that meeting. Besides, many Institutes have already been stimulated and inspired to greater intensity in these studies through the baptism of power received *en route* by Miss Logan, Miss Sutherland, Wilkinson, Humphreys, Rayman, Rose, Mitchell and the others, all too few. All through the year we shall feel the thrill of this meeting and our histories and geographies will become more luminous in consequence.

Pupils in Cincinnati, Hamilton, Piqua, Urbana, Forest, Defiance, Columbus, Mt. Gilead, Ironton, Corning, and East Liverpool will gain a knowledge, through the eyes of their teachers, of many things that before they saw vaguely.

The long ride over the fields of Missionary Ridge and Chickamauga settled many questions of detail that will become the heritage of our pupils. Not one of the large company of Ohio people who stood upon the top of Orchard Knob and heard the explanation by an Ohio man of the battle in which three of our Ohio men figured so conspicuously—Grant, Sherman and Sheridan—not one of that company but felt a greater pride in our state than ever before, and when Wilkinson "passed the hat" for the guide, well, there was a very patriotic clinking of coin. The contemplative mind must needs go back in thought to days when those generals were children, absorbing the influences of soil, climate and educational surroundings that ultimately manifested themselves in generalship there at Missionary Ridge. There were we carried back to Lancaster in search of Sherman, and to Somerset and the great oak tree beneath which Sheridan developed his sturdy qualities.

In contemplating the effect of that great military achievement, the hurrying of the two army corps to the relief of Chattanooga, we could

not but recall Mt. Pleasant, which gave to the world that heroic figure in history, Edwin M. Stanton, by whose dauntless energy this great work was accomplished. The name of Rosecrans carried us back to the little town of Homer in Licking county.

Chickamauga showed many names of men who are still engaged in the vocations of peace in many cities and towns of Ohio, and there, too; we saw the ground so recently hallowed by the presence of our own school-boys, whose ready response to the call for troops proved that patriotism still flourishes in the schools of Ohio. Parenthetically let it be remarked that an all-day ride over these historic fields prepared the forces for another fierce engagement at the hotel on Lookout mountain. This second "battle above the clouds" occurred in the dining-room, and with no wish to belittle the achievements of Dr. Thompson and Wilkinson, it can be truthfully said that they were not the only ones who won distinction in this engagement.

A view of "Moccasin Bend" from the mountain top is a convincing lesson in physical geography and one need not wonder again how "ox-bow cut-offs" are made. Then, too, one inevitably thinks of Vicksburg and the influence of a like bend in the river at that point, and how much longer it took Grant to subdue that city by reason of topography. Had geographical con-

ditions been different, Vicksburg would have fallen sooner and Gettysburg might have been less terrible.

Columbia, S. C., will hereafter be a synonym for *caloric* in the vocabulary of many a Buckeye teacher, for it seems not to have cooled off since the fires that were lighted by Sherman. Nor have the inhabitants themselves cooled off. Their references to Sherman are forcible to the *n*th power. But why not? There on the State House grounds are thousands of tons of material with which to complete the building, that has been lying there since 1853; and, naturally, Sherman seems to many of them the great obstacle in the way of its completion. Many of them are still in a dazed condition as to the causes of the war, and over at Asheville, N. C., one lean, lank countryman told the whole story in these words, "I don't see what the d—l they fout fur anyhow."

It means much to stand where history was made, to reach the beginning of things. From such a vantage-ground the review of causes is fraught with deep significance, and the mind can range backward and forward to the primal causes and the final results—backward till it discovers the motives that impel men to action, and forward to our own day where we may see the working out of effects whose beginnings lie far behind us. 'Tis this that gives prophetic power

to history and gives it a potency that otherwise it could not have. Fort Sumter is more than a mere fortified rock out there at the mouth of the harbor with cannon glowering over its parapets. To the student of history, with just a dash of poetic patriotism in his composition, it is a plant whose struggle for life was pathetic; which had to withstand the buffeting of pitiless waves; over which the cutting winds raged and raved; but which finally struck its roots far down into good American soil and sprang into full bloom in that flower which is the most beautiful of all to every true American, "Old Glory." Cold, indeed, must be the man who can look upon Fort Sumter thus panoplied and not be warmed to deeper devotion to his country and a more ardent desire for her prosperity. This is one of the lessons that will come back to our schools and find expression in more incisive teaching. Not only so, but in our search for causes we shall draw upon personal knowledge of soil and climate and develop the fact that these agencies must have wielded a great if not a determining influence upon events that have passed into history. There, too, we may see how industrial development under the

control of trained mind is subduing even the forces of nature, to a degree, and rendering them subservient to the progress of the Southland; how the cotton-mills, the railway and electricity must in time bring about better social conditions, and eliminate much of the shiftlessness that still remains to remind one of the days of slavery.

To retire to rest in North Carolina, after riding through regions that depress by reason of rickety fences, dilapidated shanties all guiltless of paint, and animals and people to match, and then to awake in the suburbs of Washington City, is a transformation better experienced than described. 'Tis a long journey from a North Carolina shanty to the Library of Congress—a distance that is antipodal—and this is the exact distance between ignorance and intelligence.

Would that every teacher in Ohio could see this Library building, that he might gain a new and larger definition of Beauty, and realize more fully than ever before that the men who now control our government are true to the principles of the Fathers in setting a high value upon education, as typified by this, perhaps, the most beautiful building in the world.

REPLY TO MR. THOMPSON.

BY A. F. WATERS.

The criticism of Mr. Thompson that I have adhered to *old forms* in my treatment of the Participle, I feel to be complimentary rather than unfavorable. In my articles, I have been careful to use terms with which our teachers are familiar. Having no new ideas to advance, my only wish has been to present, if possible, a few things often difficult to young teachers in a way that they might be more easily understood by them.

I realize very well that many of the new grammars make use of some terms that I have not employed. I have purposely avoided them. The terms express nothing *new*, and even the terms are not *new* themselves; they are old terms belonging to the nomenclature of Latin Syntax. Many books are made "*to sell*" as much as for anything else, and new terms often being mistaken for *new ideas* or *principles*, are sometimes the only merit of a book. I am with many of the terms in some of our fashionable texts very much like I am with a bill of fare at our fashionable hotels. The only advantage I can see, is that you are kept in suspense a while only to find out you have only what you have always known by another name, or that you have something you can't quite make out.

As to Mr. Thompson's first criticism, "that the Participle does not partake of the properties of the verb and noun," the difference between us is only a preference of terms to express the same thing. In the sentence, "The pupil was engaged in *studying* his lesson," he says "studying" is not a Participle but an Infinitive in *ing*, *commonly* called a gerund. He is employing "Gerund" to express exactly what I prefer to express by "Participle used as a Noun." I have seen fit to make the Participle a Part of Speech embodying both a Noun and an Adjective use; he prefers, as many others, to make it cover only the adjective use, and employs the term Gerund to express the other. Personally I have no objection to the use of "Gerund," but I am not "pushing" the term. I prefer not to use it in English. I studied "Whitney's Essentials of English Grammar" in school (to my notion the best work extant for advanced students in grammar) and have introduced and taught the book. I have also introduced and taught Whitney and Lockwood, Maxwell, and Metcalf, all of which use the "gerund" as pointed out by Mr. Thompson, but I have yet to find my first class that takes kindly to the term.

The other criticism, that the itali-

cized words in "*Reading* and *writing* are important studies"; *Hunting* is his favorite sport; *Singing* was taught them early," are not Nouns but Gerunds, is one involving a discrimination of "meaning and use" and not a choice of terms as above. He admits that many words ending in *ing* are Nouns. No doubt then he would say that *reading* in "*The reading was bad*," is a Noun. Now why is "*reading*" in the first a Verb (a Gerund, an Infinitive, or Participle) and not so in the last? The only difference I can see is, that the latter has "the" before it, and the former has not. The *presence* of "the" may settle the question of what part of speech a word is, but I can not see how the *absence* of it determines what it is *not*. Such a test is put upon no other Noun.

Again, what do *Reading*, *Writing*, etc., here lack to make them Nouns? What verbal properties do they have that "*Reading*" in the last example does not possess? In "*He studies reading*; *He learned surveying*," certainly no one would go so far as to say that "*reading*" and "*surveying*" are not Nouns. Now, what is the difference between these and the ones he sees fit to call Gerunds?

I am in hearty sympathy with

the sentiment expressed by Dr. Findley in the March number of *The Ohio Teacher*, in which he says:

"It fell to my lot, not long ago, to coach a candidate for appointment to a cadetship at West Point. He had had all his school training in city schools, was then about midway in a four-years' high school course, and was a lad of about average mental ability. He had had "language lessons" and "lessons in English" galore, and had taken the regular course in English grammar in an up-to-date text-book. I found him fairly proficient in most of the studies, but very deficient in English grammar. For example, he could not distinguish between *that* as a relative pronoun and *that* as a pronominal adjective, and he was surprised to discover that the word *that* is sometimes used as a conjunction.

"I considered his case hopeless as to English grammar, but undertook to make the most of the situation. After two or three lessons in his up-to-date text-book, I threw it aside and put into his hands "*Harvey's English Grammar—Revised edition*." A few lessons served to reveal to the young man that he knew very little grammar, and to get him fairly down to work. The result was that in the competitive examination he made a good grade in grammar, and took second rank among twenty-five candidates, receiving the appointment of alternate."

O. T. R. C. DEPARTMENT.

NOTES INTRODUCTORY.

By J. J. Burns.

—I hope that every person who has the excellent intention to read the Course this year has a copy of the bulletin for 1900-1901. It contains the story, so far as it can be told in figures, of last year's Circle, and while the reader will see some things of which he does not approve, I believe that candor will affirm that the fair side of the story will throw light even into the shady places. It contains also the Course of Reading for the new year, and an appeal from the Secretary, which has at least the merits of brevity and earnestness, to those persons who on account of the vantage ground they occupy can decide the momentous question—shall this year's work be crowned with a higher degree of success than any of its predecessors?

—There is an oft-spoken bit of wisdom which most fitly marks out the limitations of the Board of Control: You may lead a horse to the trough, but you can't make him drink. You can write down your mind on this extremely important subject, but it can not necessarily be said of you as it was said aforetime of the Ancient Mariner: "He stoppeth one of three"—three committeemen, three institute of-

ficers or instructors, three members of the board of examiners. No, the "one" may not stop, and the other two may go on. This work demands of the person whose button-hole we try to catch, a goodly degree of unselfishness, a willingness to do some unpaid service for the betterment of others. Furthermore, if they are to do the best work as leaders in local clubs, they must confront not a theory of education to be lectured over, but a condition, the realization of a need to pursue these very studies perhaps to read these very books.

—Last year my list of county secretaries did not cost such an expenditure of time, ink, postage, and begging as most of its predecessors had done. A large number of the Institutes saw to it that I should know the name and address of the person chosen to head the procession in their respective counties. Some flattered me by feeling confident that I could guess who was made secretary; in one county for some inscrutable reason, the matter was kept a secret—a jewel in a thrice-barred chest was high noon publicity compared to it.

—I wish to say here that if any secretary needs additional copies of the bulletin, let him make his want known.

—I am hopeful that we shall have the assistance of competent aids in conducting this department during the cooler months coming. (It is something over ninety out in my "book-shed" this afternoon, though the said edifice stands four-square to every wind of heaven, or would, did not a solemn stillness hold all the air and I should not have pen in my perspiring hand had not a summons come in the noon mail from the editor.)

—Prof. Roark has promised to write for us, and some of the other living authors will probably comply with our request to give this department something preliminary, supplementary, or explanatory with reference to the book which has the honor of a place in our list.

A BIRD OR TWO IN THE BUSH.

For a full half hour this morning between the first streaks of day and the coming of the sun, a cardinal whistled in my garden, or perhaps from the sycamore just beyond; and when, hoe in hand, I took my customary *saunter*,— and one's garden is a sacred land (pity that the Cent. Dic. classes this among "absurd etymologies"), for there the burning bush still burns, —on the rude railing that props my tomato vines stood this feathered prince, looking as if the red rays from an acre of sunshine had focused in that spot.

I have not had him in my eye, but a titmouse has been almost un-

intermittingly calling during the hot hours of this second half of the day.

It seems to me that our friends miss something they should hit, who go to Put-in-Bay and do not make at least a formal call upon the American eagle who is the bird king of the island. My near acquaintance with him began on the Fourth of July, '99. I found his nest, and as he was not at home I sat down on the dead leaves among the mosquitoes and the herb Roberts and waited till he came. The next morning after our 1900 O. T. A. meeting had said its goodbye, I set forth across the island on foot from the Victory, bent on a visit to his Highness if I could find his palace. As I drew near the water, suddenly from a lowly perch where he had been waiting for his breakfast, with a *clank, clank*, he sprang into the air above the trees and sailed away, as I rightly surmised, toward his nest. It was no hard matter to follow him, for he obligingly circled back to the rear of my position, then away forward again.

The nest didn't look as if it had suffered any repairs this spring. On a short broken limb near it sat an eagle smaller than the one gyrating and clanking above, and with black head and tail, signs, as I read them, that it was a young bird hatched in the last year of the century, if eagles reckon time as we do.

HELPS, HINTS AND SUGGESTIONS.

SEPTEMBER.

September, the seventh month of the old Roman year and the ninth in the Gregorian, is not made prominent by any particular holiday or festival.

Keats, when writing to his friend Reynolds from Winchester on September 22, 1819, said: "How beautiful the season is now. How fine the air—* * * I never liked stubble fields so much as now—aye, better than the chilly green of the Spring. Somehow, a stubble plain looks warm, in the same way that some pictures look warm. This struck me so much in my Sunday's walk that I composed upon it."

The following poem, entitled "To Autumn," expresses so beautifully the fruition of the summer's labor that it is given in full:

Season of mists and mellow fruit-
fulness,
Close bosom-friend of the matur-
ing sun;
Conspiring with him how to load
and bless
With fruit the vines that round the
thatch-eves run;
To bend with apples the moss'd
cottage-trees,
And fill all fruit with ripeness to
the core;
To swell the gourd, and plump the
hazel shells

With a sweet kernel; to set bud-
ding more,
And still more, later flowers for
the bees,
Until they think warm days will
never cease,
For Summer has o'er brimm'd their
clammy cells.

Who hath not seen thee oft amid
thy store?
Sometimes whoever seeks abroad
may find
Thee sitting careless on a granary
floor,
Thy hair soft-lifted by the win-
nowing wind;
Or on a half-reap'd furrow sound
asleep,
Drows'd with the fume of poppies,
while thy hook
Spares the next swath and all its
twined flowers;
And sometimes like a gleaner thou
dost keep
Steady thy laden head across a
brook;
Or by a cider press, with patient
look,
Thou watchest the last oozings
hours by hours.

Where are the songs of Spring?
Ay, where are they?
Think not of them, thou hast thy
music too,—
While barred clouds bloom the
soft-dying day,

And touch the stubble-plains with
rosy hue;
Then in a wailful choir the small
gnats mourn
Among the river shallows, borne
aloft
Or sinking as the light wind lives
or dies;
And full-grown lambs loud bleat
from hilly bourn;
Hedge-crickets sing; and now with
treble soft
The red-breast whistles from a
garden-croft;
And gathering swallows twitter in
the skies.

ARITHMETIC.

By Ed. M. Mills.

[For several months, Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

NOTE:—The readers of this department of the MONTHLY may change the phrase *total loss* to *net loss* in problem IX and its solution. The word *total* was inadvertently used instead of the word *net*.

16. My agent sold cotton at 4% commission, and invested $\frac{3}{4}$ of its value in sugar at 1 1-3% commission, and then remitted the balance, \$200; find his commission.

SOLUTION.

Out of every dollar in the receipts for cotton there was set aside first, 4 cents to pay agent's commission for selling the cotton; secondly, 75 cents to be invested

in coffee; and thirdly, a sum equal to 1 1-3% of 75 cents = 1 cent to pay agent's commission for buying coffee. Then 4 cents + 75 cents + 1 cent = 80 cents, total amount used by the agent out of every dollar of the receipts for cotton. \$1 — 80 cents = 20 cents, amount to be remitted to me; but \$200 = total amount thus remitted. Then $\$200 \div 20 \text{ cents} = 1,000$, \therefore \$1,000 = value of cotton. 4% of \$1,000 = \$40, agent's first commission, and 1 1-3% of ($\frac{3}{4}$ of \$1,000) = \$10, agent's second commission. Then \$40 + \$10 = \$50, total commission received.

17. I make \$400 commission by selling hogs at 4% and buying cattle with the proceeds after retaining my commission of 20% for so doing; find value of hogs.

SOLUTION.

Out of every dollar in the receipts for hogs, the agent received first, 4 cents, and secondly, 20-120 or 1-6 of 96 cents = 16 cents. Then, 4 cents + 16 cents = 20 cents, total amount of commission received by the agent out of every dollar in the receipts for hogs. But \$400 = total amount thus received. Then $\$400 \div 20 \text{ cents} = 2,000$, \therefore \$2,000 = value of hogs.

18. I contract to supply dressed poultry for \$100, if fowls could be procured at 4 cents a pound; but if they can be procured at 3 cents. I will deduct 12½% from my bill; find the cost of dressing per pound.

SOLUTION.

$12\frac{1}{2}\%$ of \$100 = \$12.50, amount to be deducted if the fowls can be procured at 3 cents, instead of 4 cents per pound. 4 cents — 3 = 1 cent, amount he could afford to deduct for every pound of poultry. Then $\$12.50 \div .01 = 1,250$, numbers of pounds of poultry to be supplied. $1,250 \times 3$ cents = \$37.50, cost of live poultry at 3 cents a pound. $\$100 - \$12.50 = \$87.50$, amount received for dressed poultry, if the fowls were purchased at 3 cents per pound. Then $\$87.50 - \$37.50 = \$50$, cost of dressing 1,250 pounds. $\therefore 1-1,250$ of \$50 = 4 cents, cost of dressing per pound.

19. My agent sold pork at 7% commission; increasing the proceeds by \$6.20, I ordered him to buy cattle at 3 1-3% commission, but they declined in value 33 1-3% and my total loss was \$102.20; find value of pork.

NOTE:—In solving this problem, the teacher should lead the pupil to see first, that the loss on the receipts for pork consisted of three parts: agent's commission for selling the pork, his commission for investing the proceeds in cattle, and the decline in price of cattle; secondly, that my loss on the \$6.20

consisted of but two parts: agent's commission for investing in cattle, and the decline in price of cattle. The pupil will then be ready to make the following:

SOLUTION.

On every dollar in the receipts for pork, I lost first, 7 cents; secondly, 3 1-3-103 1-3 or 1-31 of 93 cents = 3 cents, and thirdly, 33 1-3 % of 90 cents = 30 cents. Then 7 cents + 3 cents + 30 cents = 40 cents, total loss on \$1 of the receipts for pork. My loss on the \$6.20 was first, 3 1-3-103 1-3 or 1-31 of \$6.20 = 20 cents, and secondly, 33 1-3% of \$6 = \$2. Then 20 cents + \$2 = \$2.20, total loss on the \$6.20. But \$102.20 is loss on both pork money and the \$6.20. $\therefore \$102.20 - \$2.20 = \$100$, total loss on receipts for pork. Hence there must have been as many dollars in the receipts for pork as 40 cents is contained in \$100, or \$250.

NOTE:—A rich mine of valuable supplementary problems for class use will be found in Royer's Higher Mental Arithmetic. The committee, in their preface to the Syllabus, unintentionally neglected to mention this valuable little book from which many of the problems of the syllabus were taken.

Teachers' Rallying Song.

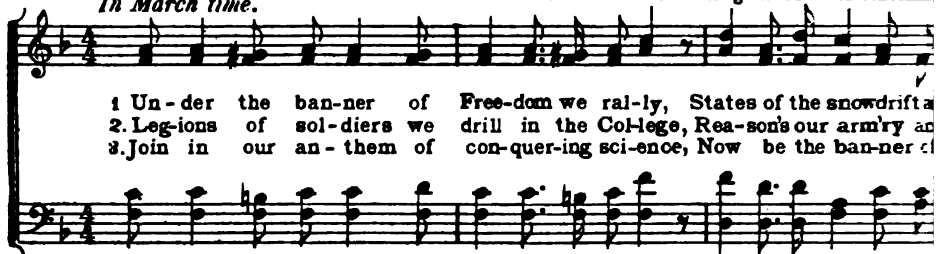
Dedicated to the members of the N.E.A.

W. H. Venable.

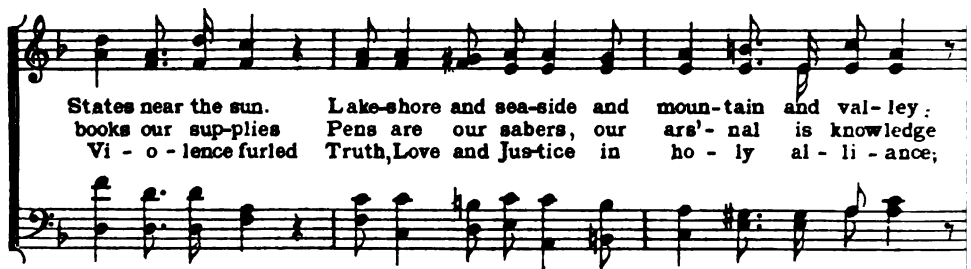
A. J. Gantvoort

Asst. Director of The College of Music of Cincinnati

In March time.

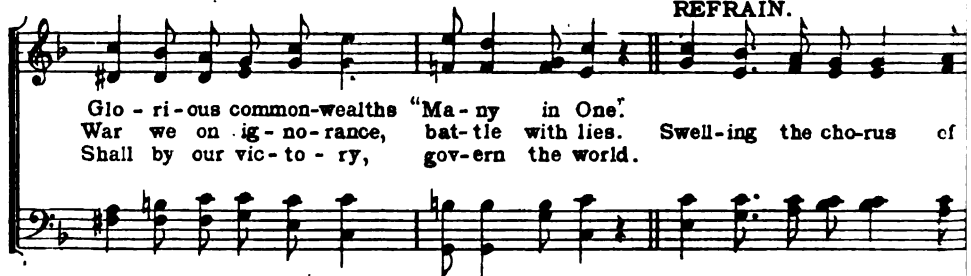


1 Un-der the ban-ner of Free-dom we ral-ly, States of the snowdrifta
 2. Leg-ions of sol-diers we drill in the Col-lege, Rea-son's our army and
 3. Join in our an-them of con-quer-ing sci-ence, Now be the ban-ner of

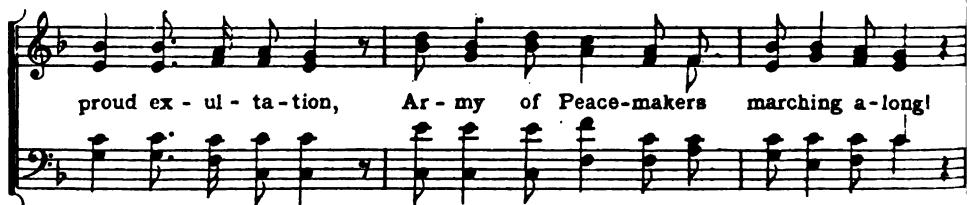


States near the sun. Lake-shore and sea-side and moun-tain and val-ley;
 books our sup-plies Pens are our sabers, our ars'-nal is knowledge
 Vi - o - lence furred Truth, Love and Jus-tice in ho - ly al - li - ance;

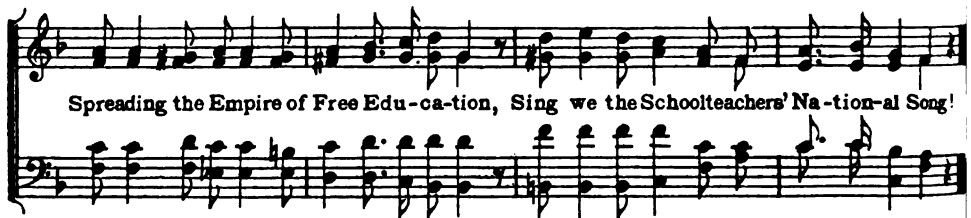
REFRAIN.



Glo - ri - ous common-wealths "Ma - ny in One."
 War we on ig - no - rance, bat-tle with lies. Swell-ing the cho-rus of
 Shall by our vic-to - ry, gov-ern the world.



proud ex - ul - ta - tion, Ar - my of Peace-makers marching a-long!



Spreading the Empire of Free Edu-ca-tion, Sing we the Schoolteachers' Na-tion-al Song!

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MARGARET W. SUTHERLAND,
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Florida School Exponent.....	Jacksonville, Fla.

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.....	Lincoln, Neb.
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School Bulletin.....	Syracuse, N. Y.
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School and Home Education.....	Bloomington, Ill.
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Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, December 26, 27, and 28, 1900. Supt. W. W. Boyd, Painesville, Ohio, is clerk of the board to whom all communications relating to the examination should be addressed.

THE last issue of the *Ohio Archaeological and Historical Quarterly* contains much of interest and value, as the following table of contents proves:

Monuments to Historic Indian Chiefs. By Col. E. L. Taylor.

The Society of Shakers. By J. P. MacLean, Ph. D.

Ancient Correspondence. By Jonathan F. Linton.

Opening Scenes of the Rebellion. By Col. S. K. Donavin.

Under "Comments, Notes and Reviews" the Secretary of the So-

ciety, E. O. Randall, discusses in a very timely and entertaining manner "Dewey in Ohio," "The Boers in Ohio," and "Vatralsky's Tribute to MacGahan."

In this connection we again urge that teachers and superintendents become members of the *Ohio Archaeological and Historical Society*. Its publications are valuable and should find a place in both private and public libraries. All correspondence relating to the Society should be addressed to E. O. Randall, Secretary, Columbus. O.

WE are glad to be permitted to furnish our readers in this issue with the words and music of the new National Song, composed by the teachers' friends, W. H. Venable and A. J. Gantvoort, and first sung at the Charleston meeting. It will be remembered, of course, that they are the authors of "Hurrah for the Schools of Ohio" which is so familiar to the teachers and pupils of the State. They can rest assured that their efforts are fully appreciated by all the teachers and their friends.

ALL months are important in school work, but none more so than September. Both teachers and pupils enter the year after a vacation in which some things have been learned and many things forgotten. As a result it takes a little time and much tact on the part of the teacher to adjust matters so as to start off the year's work without friction.

It is exceedingly important that a good start be made. The MONTHLY extends congratulations to all its readers and friends, and wishes them a most successful first month of school.

MANY persons who have feared the outcome of placing the schools in the hands of one man with the power given to the Director under the Cleveland plan, have had their worst fears realized in the recent attempt of Director Bell to dismiss Supt. L. H. Jones who has given universal satisfaction throughout his administration. The latest information we have is that the charges made against Supt. Jones which are absolutely without foundation have been withdrawn, but that the matter is still unsettled. Supt. Jones has the combined support of all the teachers of Cleveland, and in fact of the whole state, and all the patrons of the schools who have their welfare at heart, and it is earnestly hoped that the final outcome may be a complete victory for him and his administration, as well as a decisive defeat for Director Bell and those who are behind him, in their effort to use the schools in carrying out their own selfish purposes.

LANGUAGE may express thought, but there are many times in life when it can not make known to one's friends the gratitude which he has in his heart for their continued

kindness. The editor can never tell his friends the appreciation he feels for the beautiful remembrance presented at Charleston. While the gift is prized because of its beauty and value, the words "From Friends" which it bears upon it in letters of gold give to it a value which cannot be computed. To the hundreds of teachers and others whose friendship is a part of the gift, we extend our hearty and sincere thanks.

WE are mailing the September MONTHLY to many whose time expired in August and from whom we have had no statement as to their wishes regarding the renewal of their subscription. This is done not with the intention of forcing the MONTHLY on any one against his will, but with the knowledge that there are many on our list who are anxious not to miss a single number and who want to continue from year to year, but who for some reason have failed to give their names to the agent at the institute, or to send in their renewal direct to the editor. A notice will be mailed to each person whose renewal is not sent in when the reports from the institutes are complete, and we desire to urge that prompt attention be given to these notices so that we may know whether the paper is to be continued or not before mailing the October number. In this connection it is a pleasure to state that

the partial returns which have reached us from the agents who have reported, are very encouraging and indicate that the friends of the MONTHLY are still loyal to its interests. To all such friends we desire to express our appreciation and gratitude.

THE questions of the last State Examination are published in full in this issue. Each month throughout the year sample questions used in the different counties in the state will be published, and our readers who desire to do so will thereby be enabled to make comparisons of the examinations held in different sections of the state. Remember that each issue will contain solutions to difficult problems found in the Institute Syllabus on Arithmetic, articles on the Geography and History of Ohio, Natural Science, Grammar, and other subjects taught in the schools. Dr. J. J. Burns, the State Secretary of the O. T. R. C., will again have charge of that department, and helpful articles bearing upon the work of the circle will appear each month. The MONTHLY was the first educational journal in Ohio to open up such a department, and we shall do everything in our power in the coming year to aid Secretary Burns in making this department a real help to all who read the course. In short, it is our desire to make the MONTHLY more helpful and suggestive each year, and to this end we ear-

nestly solicit the co-operation of our friends. If you find the MONTHLY helpful to you, please make it known to your friends who are not subscribers.

In this issue our readers will find an extended report of the trip to Charleston and the National Meeting held in that city. In view of the fact that some of the educational papers which were not represented at the meeting have published statements to the effect that the attendance was only 1500 and that "letters of regret" from persons whose names appeared on the program were a prominent feature of the meeting, it seems in place in this connection to call attention to the facts regarding the attendance and the program. In reporting the attendance at any meeting of the N. E. A. the active members are always counted in as their dues are always paid whether they attend or not. Up to August 1, Secretary Shepard reports an enrollment of 2269 associate, and 546 active members, making a total enrollment at Charleston of 2815. To this should be added, as previously indicated, 1800 active members not present, bringing the total enrollment for the year up to, approximately, 4600. When we take into consideration the intense heat which existed all over the country the week previous to the meeting and which no doubt kept many

away, and the fact that hundreds and perhaps thousands who usually attend the meeting were abroad at the time, the attendance is not at all discouraging. Whatever opinion any one may hold as to the attendance, there is no excuse for the statement that "letters of regret" were a prominent feature of the program. Out of nearly twenty-five speakers whose names appeared on the program, of the eight general sessions, only two were absent, and their absence was caused by serious illness in their families. The committee selected Charleston as the place of meeting with the firm conviction that good results would follow, and we believe that everyone who attended the meeting will agree that no mistake was made in thus conscientiously following the dictates of duty, and certainly no good can come from misrepresenting the facts. In this connection the following quotations from the circular recently issued by Secretary Shepard will be of interest to our readers:

The Charleston meeting was in every respect successful excepting in point of numbers attending, and the volume of proceedings will be of special interest and value to those who were unable to attend.

The enrollment for the Charleston meeting to date, including advance memberships, is 2,815; of this number 546 are active members and 2,269 associate members. This enrollment is distributed as follows:

	Active.	Associ- ate.	Total.
North Atlantic States..	114	160	274
South Atlantic States.	82	850	932
South Central States..	68	373	441
North Central States..	247	820	1,067
Western States	35	66	101
Total	546	2,269	2,815

The state of South Carolina furnished 673 members. The five states outside of South Carolina furnishing the largest attendance are: Illinois, 348; Ohio, 149; Georgia, 128; New York, 107; Indiana, 106; Missouri, 104.

It is worthy of note that there were 546 active members enrolled at the Charleston meeting in a total of 2,815, while at the Los Angeles meeting in 1899 but 530 active members enrolled in an attendance of 11,544.

To the total enrolled at Charleston should be added 1,800 active members not present whose dues will be paid, bringing the total enrollment for the year up to, approximately, 4,600. Some increase of this total may be expected from additional new active and associate memberships which will be received before the annual volume goes to press.

All active members are urged to co-operate in increasing the membership, especially the active membership, among their associates, also in extending the circulation of the special committee reports which will be furnished at the prices named on the inclosed order card.

Attention is also called to the volumes of proceedings of the World's Congress of Education, 1893, Chicago, and of the Los Angeles meeting, 1899. These are volumes of special value and an ex-

tra edition of each has been published for sale at a nominal price.

All active members and others having files of the volumes of proceedings should obtain the index volume which covers all publications of the association for forty years, from 1857 to 1897.

A limited number of sets of back volumes, and single volumes to complete sets, can be obtained at very low rates: price lists will be sent upon application.

DECLARATION OF PRINCIPLES OF THE NATIONAL EDUCATIONAL ASSOCIATION.

In accordance with established custom, and in order better to enforce those beliefs and practices which tend most powerfully to advance the cause of popular education and a civilization based on intelligent democracy, the National Educational Association, assembled in its thirty-ninth annual meeting, makes this

DECLARATION OF PRINCIPLES.

The common school is the highest hope of the nation. In developing character, in training intelligence, in diffusing information, its influence is incalculable. In last resort the common school rests not upon statutory support, but upon the convictions and affections of the American people. It seeks not to cast the youth of the country in a common mould, but rather to afford free play for individuality and for local needs and aims, while keeping steadily in view the common purpose of all education. In

this respect it conforms to our political ideals and to our political organization, which bind together self-governing states into a nation, wherein each locality must bear the responsibility for those things which most concern its welfare and its comfort. A safe motto for the school as for the state is: In essentials, unity; in non-essentials, liberty; in all things, charity.

A democracy provides for the education of all its children. To regard the common schools as schools for the unfortunate and the less well-to-do, and to treat them as such, is to strike a fatal blow at their efficiency and at democratic institutions; it is to build up class distinctions which have no proper place on American soil. The purpose of the American common school is to attract and to instruct the rich, as well as to provide for and to educate the poor. Within its walls American citizens are made, and no person can safely be excluded from its benefits.

What has served the people of the United States so well should be promptly placed at the service of those who, by the fortunes of war, have become our wards. The extension of the American common school system to Cuba, Puerto Rico and the Philippine Islands is an imperative necessity in order that knowledge may be generally diffused therein and that the foundations of social order and effective local self-government may be

laid in popular intelligence and morality.

The provisions of law for the civil government of Puerto Rico indicate that it is the intention of the Congress of the United States to increase the responsibilities of the Bureau of Education. We earnestly urge upon the Congress the wisdom and advisability of reorganizing the Bureau of Education upon broader lines; of erecting it into an independent department on a plane with the Department of Labor; of providing a proper compensation for the Commissioner of Education; and of so constituting the Department of Education that while its invaluable function of collating and diffusing information be in no wise impaired, it may be equipped to exercise effective oversight of the educational systems of Alaska and of the several islands now dependent upon us, as well as to make some provision for the education of the children of the tens of thousands of white people domiciled in the Indian Territory, but who are without any educational opportunities whatever. Such reorganization of the Bureau of Education and such extension of its functions we believe to be demanded by the highest interests of the people of the United States and we respectfully but earnestly ask the Congress to make provision for such reorganization and extension at their next session. The action so strongly recommended will in no respect

contravene the principle that it is one of the recognized functions of the National government to encourage and to aid, but not to control, the educational instrumentalities of the country.

We note with satisfaction the rapid extension of provision for adequate secondary and higher education, as well as for technical, industrial and commercial training. National prosperity and our economic welfare in the years to come will depend in no small measure upon the trained skill of our people, as well as upon their inventiveness, their persistence, and their general information.

Every safeguard thrown about the profession of teaching, and every provision for its proper compensation, has our cordial approval. Proper standards—both general and professional—for entrance upon the work of instruction, security of tenure, decent salaries, and a systematic pension system, are indispensable if the schools are to attract and to hold the service of the best men and women of the United States; and the nation can afford to place its children in the care of none but the best.

We welcome the tendency on the part of colleges and scientific schools to co-operate in formulating and administering the requirements for admission to their several courses of instruction, and we rejoice that this Association has consistently thrown its influence in fa-

vor of this policy, and has indicated how, in our judgment, it may best be entered upon. We see in this movement a most important step toward lightening the burdens which now rest upon so many secondary schools, and are confident that only good results will follow its success.

The efficiency of a school system is to be judged by the character and the intellectual power of its pupils, and not by their ability to meet a series of technical tests. The place of the formal examination in education is distinctly subordinate to that of teaching, and its use as the sole test of teaching is unjustifiable.

We renew our pledge to carry on the work of education entrusted to us in a spirit which shall be not only non-sectarian and non-political, but which shall accord with the highest ideals of our national life and character. With the continued and effective support of public opinion and of the press for the work of the schools, higher and lower alike, we shall enter upon the new century with the high hope born of successful experience and of perfect confidence in American policies and institutions.

NICHOLAS MURRAY BUTLER,
New York, Chairman,
EDWIN A. ALDERMAN,
Louisiana,
CHARLES D. MCIVER,
North Carolina,

WM. B. POWELL,
District of Columbia,
ALFRED BAYLISS,
Illinois,
JAMES A. FOSHAY,
California,
JAMES H. VAN SICKLE,
Maryland,
WILLIAM R. HARPER,
Illinois,
CHARLES F. THWING,
Ohio,
Committee on Resolutions.

EDUCATIONAL NEWS.

—The Alliance high school graduated a class of twenty-one at the close of the year. The program was a very interesting one and contained many practical and suggestive topics among which are the following:

"Our Public School System," "Women of Ohio," "Ohio's Metropolis," "Ohio in Literature," "Ohio in the Nation," and "Ohio in the Civil War."

—Rev. R. N. Grossman of North Liberty has been reelected at Morgan Center school for another year.

—The Maumee high school under the supervision of I. N. Van Tassell, graduated a class of six at the close of the last school year.

—The Boxwell Commencement in Montgomery county was held at Dayton late in June. A large class representing fourteen townships received diplomas. The address was delivered by Commissioner Bonebrake, and the diplomas were pre-

sented by E. W. Waymire, President of the County Board of Examiners. The other members of the Board are G. W. Brumbaugh, and W. S. Mundhenk.

—We are in receipt of a copy of the "Greeting" sent out to parents and pupils of Belle Center by Supt. A. C. Alleshouse. It is an earnest plea for the cooperation of all the educational forces which is so necessary to success.

—W. S. Robinson who has had charge of the Ashland schools for several years past has been elected to the superintendency at Fostoria at a salary of \$1,600. The Ashland papers speak in the highest terms of Supt. Robinson and express the universal regret of the people at his resignation.

—Under the directorship of Prof. Wm. H. Critzer the Galion Choral Society which is composed of pupils of the high school, for the most part, rendered Haydn's "Creation" at the City Opera House on June 14, and 15. They were assisted by the following eminent soloists:

Soprano—Mrs. Leo Long Todd of Galion. Tenor—Charles Hodges of Cleveland. Basso — Ernest Gamble of Pittsburg. The oratorio was the subject of study pursued by the high school pupils during their regular music period during the preceding four months. The soloists all spoke in the highest terms of the chorus work. The extraordinary success of the affair

is due to Prof. Critzer, musical director of the Galion schools. Galion citizens are justly proud of the very excellent work in music which is being accomplished in their schools. Hereafter some standard Oratorio will be studied by the high school each year and will be rendered before the public.

—Prof. Frank H. H. Roberts formerly of Centerberg, Ohio, but now of the University of Wyoming is meeting with marked success in his work, and is engaged in a number of institutes for the year. He expects to do institute work in Ohio next summer. Committees desiring his services can address him at Loramie, Wyoming.

—Supt. E. E. Smock has been unanimously reelected at Dresden for two more years, and his salary increased \$100.

—Supt. M. E. Wilson after having been reelected at Hamden Junction for his fifth year at an increased salary, resigned to accept the superintendency at Bainbridge at a still better salary. C. H. Copeland of Stewart had been chosen to succeed him.

—After having been reelected for his ninth year at DeGraff, Supt. Charles J. Britton resigned to accept the superintendency at Gallipolis.

—It is now *Doctor* Charles Haupt of Wooster. At the last commencement at Wooster University, the degree of Ph.D. was conferred

upon Supt. Haupt, he having completed Course "N" in post-graduate work. We extend heartiest congratulations to Dr. Haupt on his hard earned and well merited success.

—C. E. Oliver who has been so successful as superintendent of the Mingo Junction schools for the past ten years, after having been reelected, resigned to accept the superintendency of East Palestine.

—The Mount Union College Summer school has had a very successful session. The enrollment reached 207.

—The "Inland Educator" and the "Indiana School Journal" have combined under the name of "The Educator-Journal Company," and will hereafter issue one paper under the editorial management of D. M. Geeting and Walter W. Storms. The first issue will appear in August and will be published in Indianapolis with office at Room 132 Commercial Club Building, where all communications relating to the paper should be addressed.

—Dr. J. C. Hartzler of Newark took a prominent part in the Wittenberg Summer School, and has been busy during the summer in institute work in Ohio, Indiana, and West Virginia. The coming fall and winter he has a number of engagements in Pennsylvania.

—Prof. A. J. Gantvoort of the College of Music of Cincinnati has been made Assistant Director of

that institution which means that in the near future the attendance will be doubled at least. The College is to be congratulated.

—Bellevue is to have a fine new high school building. The cornerstone was laid early in July with appropriate ceremonies, and an able address was delivered by Supt. E. F. Warner who has served the community so acceptably for so many years.

—Supt. S. L. Rose of Hamilton has been reelected for two years and salary increased to \$2,500. In commenting upon his reelection one of the leading daily papers pays Supt. Rose the following well merited compliment:

Prof. Rose is giving the schools of Hamilton more attention than any superintendent the city ever had. He has the interests of the teachers as well as the pupils in mind and the advancement of our public school system along all modern lines is due to his energy and able executive policy.

—The Paulding County teachers held their annual institute at Antwerp, July 23-27. The good work done by Prof. L. M. Sniff, Angola, Ind., Supt. C. W. Bennett, Piqua, O., and Supt. H. A. Hartman, Decatur, Ind., is attested by the fact that every session was attended by a crowded room full of attentive teachers.

In the absence of the president vice president F. L. Klingler presided.

The enrollment was 150, nearly all of whom are active teachers.

The next annual institute will be held at Paulding and the officers elected are President, Henry Ackley; Secretary, Brigie Halinan; Executive Committee, M. E. Klingler, for 3 years, Geo. O. Rice for 2 years.

—Another good school man has passed over the river into Kentucky. We refer to Supt. E. P. West who has had charge of the schools in New Vienna, Ohio, for the past fourteen years, and whose work as superintendent for this long period and as county examiner for fifteen years was most acceptable to all his patrons. He was also at one time a member of the State School Book Board. He leaves Ohio to accept the superintendency of the Dayton, Kentucky, schools at a larger salary, and the best wishes of a host of Ohio friends go with him.

—E. P. Dean who has had charge of the Kenton schools for nearly a quarter of a century, has been called to the superintendency at Ashland.

—J. C. York of Mineral Ridge has been elected principal of the Girard high school at a salary of \$70 a month.

—Supt. C. L. Dickey announces the opening of another new high school in his territory. It is located in Clinton township, Franklin county, and will be under the control of A. C. Fries, principal and Miss M. Olelia Drake, assist-

ant. Under proper leadership the educational "world do move."

—In the death of W. P. Mathias, Hocking county loses one of her best teachers. Early last spring he was compelled to give up the work he loved so well and after a long illness, he has gone to his reward. His bereaved family have the deep sympathy of all who know them.

—Akron has at last succeeded in electing a superintendent in the person of H. V. Hotchkiss who has had charge of the schools at Meadville, Pa., for several years past. We have been acquainted with Supt. Hotchkiss for several years, and wish him success in his new position. He will receive a hearty welcome from the teachers of the State.

—Since publishing the Membership Roll in the August MONTLY, the following additional names have reached us:

Ashtabula County.—Louise Kahler, Susan Leet, Conneaut.

Cuyahoga County.—L. H. Jones, Cleveland.

Franklin County.—Mrs. B. S. Rogers, Laura Barrett, Mary Blakiston, Jennie Fleming, L. W. Sheppard, Columbus.

Richland County.—Sarah Marvin, Sarah Beale, Mansfield.

Wayne County.—L. E. Holden, Wooster.

—J. F. Smith, principal of the Findlay high school for the past

twelve years, has been reelected and salary increased to \$1500. He has also been offered the high school principalship at Dubuque, Iowa, at a salary of \$1800. We are glad to know that he will remain in Findlay.

—Supt. J. F. Fenton of Coshocton has been reelected for another year.

—Supt. Thomas P. Pierce of Bethel has resigned to accept the superintendency at Harrison at an advance in salary of about \$400.

—Supt. H. H. Frazier of New Washington has been called to the principalship of the Tiffin high school made vacant by the promotion of Principal Krout to the superintendency.

—Supt. R. E. Andrew of Blanchester has been unanimously reelected and salary increased.

—Supt. R. S. Baker of Hubbard will have Mrs. Baker for his high school principal for the coming year, she having returned to the work after an absence of eight years.

—Ainsworth and Company of Chicago have purchased the business of J. H. Miller formerly of Lincoln, Neb., who has been elected principal of the State Normal School at Chaney.

—Miss Margaret W. Sutherland will not be engaged in teaching in the Summer School of Wooster University next year. Her ser-

vices were desired for eight weeks; but she was not willing to promise so long a time, not wishing to give up institute work. Consequently she is now free to make engagements for four weeks of institute work for the season of 1901.

—Professor John Davidson of Lima College has accepted a position in Ohio Normal University at Ada.

—Miss Ida M. Windate after having been reelected principal of the Delaware high school was called to the principalship of the Sandusky high school from which position she was released within a few weeks to enable her to accept the position of Preceptress of Monnett Hall, Ohio Wesleyan University, Delaware. In the change the public schools lose and the college gains one of the strongest teachers in Ohio. We congratulate Ohio Wesleyan University.

—E. W. Wilkinson of Cincinnati has been promoted to the principalship of the First Intermediate School of that city, and every one who knows him is rejoicing over his well earned success. He will make a worthy successor of Mr. Carnahan whose health is such as to compel his retirement.

—We are in receipt of a copy of the annual report of the Cortland schools for 1899-'00. A. H. High is superintendent and there are five assistant teachers.

—The week of institute work closing August 31, was one of profit to the teachers of Noble County and the enrollment was the largest in the history of the county. The instructors were Supt. H. G. Williams of Marietta, and J. G. Park of Ada. Mr. Williams's work was chiefly on methods and Mr. Park had language work and grammar. So well pleased was the committee with their work that they have been invited to return next year.

—Chas. W. Cookson has been called to the superintendency at Somerset. J. C. Stone is his successor at New Straitsville.

—W. A. McBane leaves Pinehill to succeed J. M. Richardson in the superintendency at Mineral Point. Mr. Richardson has been elected to a principalship at Canton.

—J. J. Crumley has been elected superintendent at New Vienna, salary \$100 per month.

—Before hay fever compelled the editor to leave home for relief he had the pleasure of working in Licking, Scioto, Hancock, and Franklin county institutes. In Licking county the institute was held early in June and was followed by a summer school of five weeks in charge of Messrs. Stokes, Leahy, Pearson, Painter, Atwell, and others who did most acceptable work.

In Hancock county the instructors the first week were Supt. J. D.

Simkins of St. Marys and the editor, the second week, State Supt. Nathan C. Schaeffer of Penn., and Miss Anna Logan of Cincinnati. The attendance was unusually large and the interest throughout the very best.

During the week in Scioto county we were favored with delightful weather, and a very pleasant association with Supt. Frank Appel of Ludlow, Ky., a Scioto county boy, whose first week in regular institute work was marked by careful preparation and a very thoughtful way of putting things which was helpful to all the teachers.

The corps of instructors in Franklin county consisted of J. D. Luse, J. W. Jones, Miss Anna Buckbee, and the editor. The attendance and attention were both good. While we greatly appreciate the very kind references to our work sent in by some of the secretaries for publication, we must beg to be excused from publishing the same in our own paper.

—Special attention is called to the advertisement of L. S. Wells found in this issue. Members of the O. T. R. C. and teachers in general will find it to their interest to patronize the O. T. R. C. Depository managed by Mr. Wells and endorsed by the Board of Control. We know from twenty years' experience with Mr. Wells that he is perfectly reliable. Orders sent to him will be filled promptly.

—Albert C. Hood has been appointed to a position in the Central High School, Cleveland, Ohio.

—Supt. A. C. Bragnall, Chicago, Ohio, has received his fourth appointment as school examiner in Huron County.

BOOKS AND MAGAZINES.

Ginn & Co., Chicago, Ill.

"Rome: Its Rise and Fall." By Philip Van Ness Myers. An admirable text-book for high schools and colleges by a well-known author. Mailing price \$1.40.

Longmans, Green & Co., New York City.

"McCauley's Essays on Milton and Addison." Edited with Preface, Introduction, and Notes, by James Greenleaf Crosswell, Head Master of the Brearley School, New York. 12 mo. 269 pages. Including suggestions for teachers and students, chronological table, etc. List price 50cts.; To Reading Circle, postpaid 45 cts.; 10 or more copies not prepaid 40cts.

The MacMillan Co., Chicago, Ill.

"A History of England for high Schools and Academies." By Katharine Coman, Ph B., Professor of History and Economics in Wellesly College, and Elizabeth Kimball Kendall, M. A., Associate Professor of History in the same institution.

Charles Scribner's Sons, New York City.

"A General History of Europe." By Oliver J. Thatcher, Ph. D., and Ferdinand Schwill, Ph. D., both of the University of Chicago. A valuable text-book with numerous and accurate maps, and chronological and genealogical tables. Price \$1.50 net.

"Elementary Physical Geography." By Jacques W. Redway. The book is an admirable one designed for use in the junior grades of the High School and in Normal Schools. It embodies all the principles recommended by the Committee of Fifteen, and many valuable suggestions from the author. In the preface, the author acknowledges his indebtedness to Miss Stella Wilson, Instructor in Physical Geography in the Central High School, Columbus, O. Price \$1.25 net.

"A History of Education." By Thomas Davidson. It has been the author's endeavor to present education as the last and highest form of evolution, and to show what it is that evolves, and why it evolves. Price \$1.00 net.

"Comenius and The Beginning of Educational Reform." By Will S. Monroe, A. B., of the State Normal School at Westfield, Mass. The volume traces the reform movement in education from Vives, Bacon, and Ratke to Comenius, and from him to the later reformers. It is one of the "Great Educator Series" edited by Nicholas Murray Butler. Price \$1.00 net.

Houghton, Mifflin & Co., Boston, Mass.

"Sesame and Lillies," by John Ruskin. 1 Of Kings' Treasures.

2 Of Queens' Gardens. With an introduction and notes.

"Plutarch's Alexander the Great" done into English by Sir Thomas North, with an introduction and notes.

—The Midsummer Holiday "Century" is chiefly notable, perhaps, as introducing a writer hitherto unknown, of whose power to interest those who "never read serial stories" the editors feel confident. The new comer, Miss Bertha Runkle, is a young woman still in her early twenties; and the scene she has chosen for her first effort in fiction is Paris at the time of the accession of Henry IV. The story, which will run for several months, is called "The Helmet of Navarre." It is announced as a dramatic romance of love and adventure, characterized by great inventiveness and by rapid and absorbing action.

—The August *Atlantic* contains several articles that will attract criticism and discussion: President Hadley's practical and much-needed paper on "Political Education"; Talcott Williams's "The Price of Order,—how to rule colonies"; Mark B. Dunnell's "Our Rights in China,"—most timely and appropriate in the present crisis; and Sylvester Baxter's "Submarine Signalling,"—a new and little-known method of saving life on the sea. The number is peculiarly rich in fiction: Miss Jewett's "The Foreigner"; Alice Brown's "A Sea Change"; Caroline Brown's "Angels and Men"; Fanny Johnson's "The Pathway Round"; Foster's "The Dungarven Whooper"; and Wetherbee's "The Circle of Death"; with the conclusion of Howells's brilliant tale, comprise a remarkable gathering of remarkable stories.

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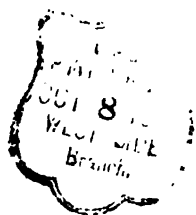
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THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. XLIX.

OCTOBER, 1900.

No. 10.

THE SMALL COLLEGE—ITS WORK IN THE PAST.

[An address delivered at the Charleston Meeting of the N. E. A., July 10, 1900.]

BY WILLIAM OXLEY THOMPSON, President Ohio State University, Columbus.

There is no disguising the fact that there is a wide spread feeling that the small college has seen its best days. Within twenty-five years there has grown up a sentiment that the place to educate a boy is in a large crowd. It looks very much as if in the popular mind mere bigness was a virtue and littleness a vice. It will help us to understand this remarkable state of mind when we remember that a generation ago there was nothing but the small college in America. The development of the large college has come since 1870. The fact that the development is so recent may explain why we who have seen the genesis of the large college should regard it as precisely the thing. Otherwise we should not be loyal to the progress the world is making.

Let me remind you that in 1850 Yale had four hundred and thirty-two students and Harvard two hundred and ninety-six. These were the largest colleges in the country. In 1860 Yale had five hundred and twenty-one and Harvard four hundred and fifty-one. In 1870 Yale had five hundred and twenty-two and Harvard had six hundred and sixteen. As late as 1870 no other college in the country so far as I can learn had four hundred students.

In 1850 the whole number of students in American colleges was a little less than nine thousand. In 1860 a little over thirteen thousand. In 1870 a little over sixteen thousand and now not far from forty thousand. There has been a remarkable growth in the attendance at colleges during the lifetime of

most of the members of this Association.

Prior to 1800 Yale and Harvard were pretty small colleges. In 1800 Harvard graduated a class of forty-seven. For the first ten years of the century the average was forty-four. This could not be called a very large college.

Yale shows a considerable increase about the beginning of the century. In 1800 she graduated thirty-six as against forty-seven from Harvard. The first ten years of the century Yale averaged fifty-two in a class as against forty-four from Harvard.

To get an average of some of the best colleges in the country for the period from 1850 to 1860 I have taken the best New England colleges with this result, viz: Bowdoin averaged for the ten years thirty-two. Amherst, forty-four. Williams, forty-eight. Dartmouth, fifty-six. Harvard, eighty-two. Yale, ninety-five.

It is interesting to note that Yale up to 1859 had graduated six thousand eight hundred and ten men, while in 1898 she had graduated twelve thousand four hundred and sixty-eight. That is to say from 1859 to 1898 she graduated five thousand six hundred and fifty-eight as against six thousand eight hundred and ten from 1702 to 1859. Or to put it another way, Yale graduated almost as many in the last forty years as in one hundred and fifty-seven years previous to

that time. The average size of a class from Yale from 1702 to 1898 is sixty-four. From 1702 to 1859 it is forty-three. From 1859 to 1898 it is one hundred and forty-five. This shows very clearly where Yale's great growth has been. At Harvard the story is much the same.

In 1870 Yale's catalogue was a pamphlet of seventy pages. The library had fifty thousand volumes,—the collection of one hundred and sixty-nine years. It shows that the college proper had nineteen professors including the president. The students numbered five hundred and twenty-two. The terms of admission were not beyond what would be standard in a good small college to-day.

It was specified that a freshman must be fourteen years of age. In those days college students were still boys. They are men now so far as I see in the newspapers. A bond was then required in the amount of two hundred dollars from all students. The work was nearly all prescribed. Certain concessions were made to German in the junior year but there was nothing that a modern student would call the privilege of electives.

The average class of Bowdoin for one hundred and fifteen years up to 1890 numbered nineteen. The average class at Amherst from 1821 to 1885 numbered forty-three. The class at Williams from 1795 to 1890 averaged thirty-seven. At Dart-

mouth from 1771 to 1890 the classes averaged forty-one.

I detail these figures out of a great array of statistics simply to enforce my statement that the history of higher education in this country prior to 1870 was the history of the small college, a fact often apparently lost sight of. Since 1870 there has been a rapid development in higher education and the country now has a considerable number of schools where great congregations of students are found and where catalogues are so bulky that a college faculty of fifty years ago would have been hopelessly lost in an effort to explain their contents.

It is within this period that the state universities have made their wonderful growth. In the same time have arisen such wonderful institutions as Cornell, Chicago and Stanford. The older institutions of the East, like Columbia, Harvard, Yale, Princeton and the University of Pennsylvania have in this same period made a phenomenal development both in resources and students.

Out of this condition of things has arisen a considerable debate about the college of the future. Many have thought that the great institutions were to be the only ones and that the small institutions would soon have no place in the educational economy. It were a hopeless task to undertake to settle the question but it is a very

pleasant privilege to bring before you a few truths concerning the past of the small college.

First of all I desire to emphasize the fact that the criticism often made of the small college by inference, if not by direct statement, is both unfair and untrue. It is not quite fair for us to cast a reflection upon the only institution that fostered higher education prior to the past thirty years. That institution as we have seen was the small college. Furthermore the test of greatness is the ability to meet, or the actual meeting of, the emergencies of the hour. The questions at issue therefore are whether the small college met the issues of its time and whether present small colleges are actually meeting an existing need. Presently I shall state the evidence in support of an affirmative reply to these questions. I remark in passing that the inference against the small college is not drawn from any facts that prove that the large college or modern university would have done the work then needed in any superior way. Indeed there is a lack of evidence that the modern idea would have been at all suitable to conditions fifty years ago, and we are not at all sure but the close of the twentieth century may see present universities so changed and modified as to be practically new. The business of an educational institution is to meet the needs of the times. The fact that in our at-

tempt to meet present needs we have developed a considerable number of great institutions does not at all prove that the small college has not had a place or that it is not now meeting a real need. The fact is the large college and modern university are rather new institutions. They are so young that their real value and efficiency are still problematical. The alumni of the modern large university have yet to win a distinction that will eclipse the glory of their fathers. It may yet develop into an eclipse of the son. However we hope for better things.

Let us now turn to a brief statement of the ideals of the small college. These will tell us something of its character and work.

First I remark that the small college was set for the development of manhood. In 1854 President William A. Stearns in his inaugural address at Amherst said: "The idea of education is the formation of men, men capable of high scholarship, of professional eminence and honorable achievement, but first of all, men."

This was neither new doctrine nor unfamiliar statement. It was the common and popular sentiment. The college of those days was set for the upbuilding of character in men. Often it was declared to be a Christian character and manhood. The college recognized that character and manhood were the supreme needs of society.

The college curriculum was an instrument that men of lofty ideals used to these great ends.

The measure of success that has attended these efforts is but little appreciated. To read the alumni role of Yale, Harvard and Princeton when they were small colleges, or the rolls of Amherst, Bowdoin and Williams in New England, of Hamilton in New York, or of Washington and Jefferson in Pennsylvania, Centre College in Kentucky and Miami in Ohio is an inspiration to any young man struggling for place and usefulness in his generation. I freely confess that three hours with these rolls gave me a new appreciation of the splendid possibilities of American manhood. These men have been the embodiment of the best things in civilization. They have stood for the best things in religion, in scholarship, in politics, in society and the state. What the world would have been without them I know not, but for what it has been with them we are indebted to the small college. That debt will forever remain unpaid but is here most gratefully acknowledged.

Second, I remark that the small college put an important emphasis upon the personal contact between the professor and the student as a powerful influence in determining character.

The professor in the small college has always been a man of character who recognized his opportu-

nity. The heroic service that many of these men have rendered is sufficient testimony to their excellence. Senator Hoar has recently said in speaking of the Harvard of fifty years ago, that men were then called to professorships because they had attained eminence in their professions. The result was that young men were brought under the instruction of men whose lives were an inspiration and whose characters were a most wholesome influence. These men recognized the possibilities in their service. Without offering any criticism upon the modern professor I may say that eminent men are not now called to professorships. The conditions have so changed that they prefer another life. The modern Longfellow or Holmes is not a professor. The college of these days must train its professors up to eminence. They attain it as a part of their reward to patch out a meager salary. Moreover the modern professor with his specialty often looks upon his work as merely teaching and makes a rather narrow business of it. A broad education is looked upon as impossible or undesirable and broad and deep sympathy for the student as unnecessary. Just here the small college has always put its emphasis. It has always insisted that teaching is personal;—where inspiration and leadership are quite as important as instruction. To lead out into the larger world with a proper per-

spective requires a master workman. This leadership, I grant you, may be found in the larger colleges. If not, then something vital is wanting. That such work has been done and is still done in the small college is beyond any question.

Third, I remark that the small college has done a great work in cultivating a respect for scholarship. It may as well be conceded no very great scholarship is possible within the limits of a college course. One of the silliest fallacies in modern times is the frequent assumption that because a boy has graduated from a large college he is both a gentleman and a scholar. As a matter of fact he is often neither the one nor the other. The honest college has never made any pretensions in this regard. Scholarship is the ripe fruit of years of patient toil. It is to be kept in mind however, that the college bred man has been usually a man of broad sympathies, of a reasonably liberal culture and of sufficient intelligence to appreciate the scholarship of men who have been the pathfinders in the world's research. The considerable body of such men in the country has made it possible for the scholar to hope for a reward in his labor. The college has been the bulwark of scholarship. In this field the college man has done a great service. The fact that his studies in the small college have widened his horizon and given him a bird's eye view of the

knowledge and scholarship of his day is a reason for his readiness to appreciate scholarship. The elective principle has deepened the study of many a student but often at the expense of his sympathy for other men. The lack of unity in college life so often apparent in the larger schools is no doubt due in a considerable degree to the relative isolation of the student in his work. He does not know his classmate. There is no common feeling and but little that is common in their thinking and hence no fellowship in scholarship. I regard this appreciation of scholarship as a great help in the progress of the world. There is no man who should more appreciate the work of the small college than the man whose life is given to research and the development of critical scholarship. The small college is something more than and better than a feeder for the university. It is building and maintaining the foundation on which the university must rest. But for the work of the college the university would not have had a field in which to work. That it is now preparing the men who will in the future do the best things for scholarship is perhaps not too much to say. Whether the large college can do this work without the aid of the small college is at any rate a debatable question.

Fourth, I remark that the small college has done great service for its immediate vicinage. It is so

evident as to need only a passing remark that all colleges receive the large portion of their support from the adjacent territory. Even Harvard still draws a considerable proportion of its students from the immediate vicinity. This has been the history of the small college. It has done great things for its territory. Here young men have received an intellectual awakening that has been an intellectual regeneration to them. Many a so-called poor college has been the birth place of a noble soul. It has brought within the reach of these boys an uplift that the larger school could not have brought. In this small college the individual more easily rose to a limited leadership. You may say the opportunities were limited but they were sufficient to arouse the boy to his own prophetic powers. My own native state has been sneeringly called the land of freshwater colleges. Men have spoken disparagingly of her numerous colleges. There is a justice in some of this criticism but quite as much injustice. The most luminous pages of Ohio's history have been made and written by men trained in her small colleges. Those trained at home have not fainted in the race with those who were able to go to more expensive schools outside her borders. Ohio would never have had her men or her leadership but for the small college. But aside from the men graduated from those col-

leges there is no room to doubt that the presence of such colleges has done a great deal to give tone and character to the communities. They have been an object of pride to the citizens and something of an inspiration to the people. Of the four hundred and fifty colleges in the country a large proportion of them must be classed as small colleges. They are however, centers of life and light to hosts of people whom the greater schools do not and can not reach. They are constantly seeking out boys many of whom rise to eminence. These men more than justify the reason for existence. In the poorer grade of the small college there may be found much to criticise. No doubt the standards are often too low. Some harmful results do follow but it is a mistake to be too sweeping in our condemnation. The small college is winning to-day more than its proper share of the honors in our great universities. These facts persist and are very stubborn things. The self-denial, the hard-ship, the heroism still found in many of these colleges with the

lack of some modern fancies are pretty useful ingredients in the coming man. The small college has usually been the poor man's college. It cultivated the habits of economy and has usually been free from the vices that accompany the liberal use of money. Its own poverty and economy have usually been an object lesson to the student. The democratic sentiment usually prevailing has bound the students in a close friendship. Here have been trained many of the recruits who have saved the interests of the people. Some of them have risen to eminence but more of them have quietly but efficiently served the community which supported the college. The unwritten history of the small college is liable to be overlooked and forgotten in the annals of the great but there are a thousand hillsides and as many fruitful valleys in our country where the service is gratefully recognized. What Webster said of Dartmouth many a man will say of others—"She is small but there are those who love her."

THE TRAVELING LIBRARY—ITS ADAPTABILITY TO STATE AND LOCAL CONDITIONS.

BY C. B. GALBREATH, State Librarian.

William B. Shaw, in the *Review of Reviews* draws attention to the well known fact that many communities do not enjoy local library privileges. He supplements his observation by suggesting an expedient:

"The problem thus becomes, not merely how many towns can be induced to start free libraries, but how can the people, particularly the growing children and youth, in town and county districts where no public libraries exist, be helped to a share of library privileges at once, without waiting for communities themselves to take the initiative. In some states much has already been done in this direction through traveling libraries."

In speaking on the same topic J. I. Wyer, Jr., of the University of Nebraska says:

"The traveling library should be encouraged. One of the chief reasons for its existence is the work it does in blazing the way for the permanent local library."

That the traveling library system is popular and destined to grow more and more into public favor is attested by the steadily increasing demand for these libraries where the system has been introduced. The record for Ohio is presented

on the accompanying map. It will be noted that for the six and one-half months ending June 1, 392 of these libraries have been sent out. Present indications are that by the end of the year, Nov. 15, not less than 550 of these will have been sent out and the number may reach 600. Other states that have adopted the system are having similar experiences, and the prospects are that for years to come the means available will be taxed to the utmost to meet the demands for books through this new agency. And this is true even if we accept as final the statement that the traveling library is a temporary expedient to be superseded in time by the permanent local library. In our own state, the free public libraries are practically confined to a few large cities. At best it will be years before their privileges are extended to the village and rural communities of the state. While this condition exists there will be room for a system of traveling libraries supported by the state for the benefit of the people of the state.

We must not lose sight, however, of the fact that one of the objects of the traveling library system is to stimulate local library interest and enterprise.

The official report of the American Library Association exhibit at the Paris Exposition says: "A map prepared by the Ohio state library commission shows graphically the distribution of traveling libraries in that State." This map presents the same record brought down to June 1, 1900.

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The traveling library system is remarkably flexible and can be made to meet conditions extending over a wide range. It may be used successfully so long as it is more convenient and economical for books to go to an organization of patrons than for the organization of patrons to go to the books. It will still have its place when local libraries have been established, particularly if their patrons are scattered over a considerable extent of territory. It is my purpose here to speak of the system as applied to local conditions, especially to townships and counties.

Unfortunately library legislation in Ohio is still in a somewhat chaotic condition. Since the repeal of the school library law of 1853, there has been practically no legislation designed to encourage and foster local library development throughout the state. The laws now in force are in large measure a patchwork of local acts, designed to meet the demands and conditions of various sections of the state. Those relating to rural townships are unfortunate. Seventy-five dollars may be expended annually for books and apparatus in a district, but the law is so worded that it does not apply to sub-districts. A township board of education may therefore expend this sum for a library. If it embraces two sub-districts, it may spend \$37.50 in each. If it embraces ten sub-districts, it may expend in each \$7.50 for li-

brary purposes. "The trustees of a township in which is situated a village having a population of not more than one thousand" may, under certain conditions, establish a township library and levy for its support a tax not exceeding one-tenth of a mill on each dollar of the taxable property of such township. These provisions, which embrace practically all legislation applicable to townships, are of such a character that they have produced very little in the shape of tangible results. The common council of every city not exceeding in population thirty thousand inhabitants, and of every incorporated village, may establish public libraries and levy a tax of not to exceed one mill on the dollar for their support. There is no good reason why this privilege should not be extended to the township, and the power should be vested in the board of education.

In Ohio especially, the school attracts those who are at heart interested in the work of library extension. In speaking on this subject, Mr. Conover, president of the Ohio State Library Association, said:

"Where is the most inviting field for invasion by the public library? There is but one answer, and you know it — all of you. It is the public schools. * * * * The libraries of the state should wake up to the vital importance of this field of endeavor. It is open, it

is ready, and I think that there is a growing tendency on the part of boards of education, and of those in charge of the schools, to encourage practical coöperation between these two educational agencies."

The township board of education, when clothed with the authority now vested in the council of the incorporated village, will be enabled to establish local libraries and introduce the traveling library feature which is particularly adapted to rural sub-district schools.

We will assume that the township includes ten sub-districts. \$500.00 will purchase ten excellent traveling libraries of about thirty volumes each with neat and substantial cases for transportation, — one for each sub-district. The books, of course, should be carefully selected with reference to the needs and capacities of prospective readers and there should be few, if any, duplicates. At the opening of the schools a traveling library should be placed in each school room ready for use. At the end of about three months there should be an exchange of libraries. The books should be called in on a certain day, and a man employed to make the exchange throughout the township. This can be very easily arranged. A traveling library may be taken from one of the schools to the adjoining district, the library taken up there, and in a similar way carried to the next school. This can be done very promptly and at trifling expense,

as the box of books is so light that it may easily be conveyed in a buggy or sleigh from district to district. In this way the pupils and patrons of each district will, in time, have access to the three hundred volumes in all the libraries. The cases should be so large that each year may be added a new volume or two of especial interest when issued from the press. The libraries can thus be kept fresh and up to date.

The general management of the system should be in the hands of a thoroughly competent and responsible person, and reports should be required at regular intervals. This is all important, for the success of the system is dependent upon efficient administration. Where there is a township superintendent he should have the management of the traveling libraries, and where there is a central high school, it should be the depository for these libraries when the schools are not in session. It should also have a permanent library accessible to the pupils of the schools, and for purposes of reference to the people of the entire township.

That such a system is feasible has been demonstrated by actual experience in sections of other states and in the rural school districts of Franklin county in our own state. The money for the support of the work has in most cases been raised by subscriptions within the districts or by donations from men of means

outside of the districts. While this method of raising funds is all well enough and speaks volumes for the wisdom and generosity of the donors, it will continue to be too precarious for general results. With a small annual support by the township board of education, the success of such a system would be immediate and far-reaching in its significance.

While the county library is an innovation of recent years, the thought that there is a place for it found expression more than forty years ago. In his message to the legislature Jan. 5, 1857, Governor Chase said:

"I would further suggest that the library at each county seat should be made a county library and supplied, as far as possible, with the public documents of the state and national government."

It has remained for the friends of the library movement in recent years, long after the recommendation of Governor Chase was forgotten, to put it into practical operation. The seventy-third general assembly passed two laws, one local in its application and the other general in character, providing for the support of county libraries. It is somewhat remarkable that the attention of the friends of neither measure was attracted to the other, that the legislature did not discover that they had anything in common, and that they became laws at about the same time, only five

days intervening between their adoption.

The first of these laws applied to Hamilton county and the city of Cincinnati. It extended the library levy and library privileges to the entire county. Under this law delivery stations and branches have been established and Hamilton county is the first in the state to exemplify the workings of a county system.

It may be thought, however, that the system would work in counties where the population centered chiefly in one large city, but that it is not adapted to those in which the population is made up chiefly of rural communities. We are pleased to announce that a test in the latter is soon to be made, and under conditions that are fortunately most favorable.

Ohio, in matters educational, is said to be a "good follower." If she succeeds in establishing and maintaining a county library in an agricultural section of the state, she will have made an innovation in this field. So far as known, the Brumback Memorial Library of Van Wert is the first of its kind in this or any other state. The results will therefore be watched with deep interest by the friends of the library movement.

This library is the result of a bequest by the late J. S. Brumback. He left \$50,000 for the erection of a library building on condition that Van Wert county provide for its

support by taxation. A bill was introduced into the legislature authorizing the county commissioners to accept a bequest for a library building at the county seat and binding the county to provide and maintain such library by a tax levy of not to exceed one-half mill on each dollar of taxable property of such county. The commissioners, to their lasting credit be it said, promptly accepted the request and made the required levy. The result is that a fine library has been erected in Van Wert and will soon be open to the public with five thousand volumes of carefully selected literature ready for the use of its patrons.

There are many reasons why the county should be the unit and the county seat a center of library interest and administration. A library located at the county capital should be made a depository for government publications, state and national. These should be preserved and kept for reference in at least one library of the county; and one such collection, if properly classified and arranged, would be sufficient. In time these documents in themselves would make a valuable reference library. At such a place could also be kept the more expensive reference works that are beyond the reach of small local libraries. Here may be collected files of county newspapers, manuscripts and printed material relating

to the history of the county. Local historical societies, where such organizations exist, would willingly aid in building up such a department. In addition to all this, and what concerns us most so far as this paper is concerned, such a library could be made a point from which traveling libraries could be distributed to different parts of the county. It is especially encouraging to note that the trustees of the Brumback library contemplate beginning their work with a traveling library system that shall reach every postoffice within the county. The expense of transportation will be quite small, as the distance from the point of distribution will be comparatively short. In this respect the local traveling library will have an advantage over the state traveling library.

The Brumback library, we are reliably informed, will be able to provide for efficient administration and to add by purchase each year from 5,000 to 6,000 books. These with government publications and volumes donated, will soon make a large library capable of supplying the demands of the county. It is needless to say that the schools, whether or not they become an active agency in the administration of the work, will be greatly benefited by the system. Under the efficient management of the nonpartisan board with which Van Wert starts out on this notable and praiseworthy experiment, there is every

reason to believe that it will be a complete success. We may reasonably hope that in other countries enlightened philanthropy may thus

aid local educational interests, and perpetuate itself in the grateful appreciation of succeeding generations.

THE PARIS EXPOSITION.

BY W. W. BOYD.

To-night we are in Paris—gay, giddy, gifted Paris, a city of beautiful adornment and many stains. Here have developed some of the finest conceptions of human art—here have burst forth the most violent eruptions of human misery. This city presents, through its buildings and monuments and streets, a physical existence which has been unexcelled in city growth. It carries, in misery and corruption and unhappiness, the most wretched spirit given to human creation. One cannot raise the curtain to look upon beautiful, gay Paris with its brilliancy and lustre and infatuation standing in the foreground without seeing the spectres of misery and the ghosts of discontentment which lurk in the background, while over the whole picture he observes an ominous cloud of gloom which seems ready to engulf the entire scene. The germs of revolutionary disease in the forms of anarchy and destruction have tormented Paris with their paroxysms of strife and blood-shed many times;

but no disinfectant of sword or gun has proved potent enough to eradicate them.

But we have come to see the Exposition, the great fair which, like a mirror, reflects to the world its own image at the close of the nineteenth century of Christian civilization. We are stopping at the Grand St. James Hotel (everything is grand in name, at least, in this city) on the Rue St. Honore. We are a short distance only from the Exposition grounds. This is our first evening in France. Let us go out at once to the Exposition. We will walk. Here is the first corner. Now we will turn to the left and go one block to the Rue Rivoli. This is a wide, beautiful avenue running almost east and west. Directly in front of us is the Garden of the Tuileries. In the distance, to our left, we see the Palais of the Louvre. A little way to our right is the Place de la Concorde. While just beyond are the brilliant illuminations of The Great Fair of 1900. We turn toward our

right and proceed up the Rue Rivoli toward the Concord Place. On the way, we encounter a street hawker, who is loudly proclaiming something in French. From his language, we know nothing; but, from his actions, we think he must want to sell us tickets of admission to the Exposition: for he is holding great ribbons of tickets in his hands, thrusting them in front of our noses and gesticulating as only a Frenchman can. We are somewhat fearful that his wares may prove counterfeit, yet it may expedite our admittance to have tickets ready. So we open negotiations by the use of the only French word we have learned so far: "Combien" (how much?). Suddenly the absurdity of the situation bursts upon us when we reflect, "What if he should reply in French?" Sure enough, he does. "Tres cinq." What does that mean? It might be a quarter; it might be a dollar. We grunt and shake our heads; he grins. But he continues to gesture. We catch an idea. If the Frenchman can talk with his hands, what is to prevent us? So we reach into our pockets, pull out some money, hold it before the hawker, point to his tickets and then say, "Combien?" Our ticket merchant reaches into his pocket pulls out thirty centimes and holds them before us. What is wrong? Does he understand us? Does he mean to tell us that we can be admitted to the greatest exhibition

ever prepared for six cents of our money? Did he steal the tickets? Are they counterfeit? Well, we can not lose much; so we buy five tickets each. Later we find that they are perfectly good. But before ten o'clock in the morning two tickets are required for admission. From ten to six o'clock one ticket is required, while after six two tickets are again required. On special occasions three tickets are required. Let us account for these low priced admission tickets. It was estimated that the exposition would cost about one hundred million francs. Of this amount, France subscribed twenty million francs and the city of Paris twenty million francs, the remaining sixty million francs being obtained from the sale of coupon lottery bonds. Each of these bonds, of the face value of twenty francs, has attached twenty coupons giving admittance to the fair. The bond holders, desiring to realize what they can from their bonds, have detached the coupons and are selling them for what they can get. Other interests which the bond holders have are participation in the dividends, chances in a lottery distribution and reduced fares on railroads and in Exposition concessions. It is expected that the city of Paris will reap a thousand per cent on its investment, as it is estimated that foreigners will bring two hundred million francs to the city.

While we have been learning

this, we have reached the Concord Place, a magnificent, paved space about one thousand feet square on the north side of the river Seine. It would be interesting to stop here and watch the two great fountains play and to examine the monuments erected to different cities, the one erected to Strasburg being continually covered with fresh flowers to keep alive the memory of the loss of that city. To this centre (it is about the centre of Paris) are rushing throngs of people. Here they come from the Rue Rivoli, the Champs Elysees, the Madeleine, across the river and down the river—by every conceivable method, by bus, by carriage, by automobile, by bicycle, by tram-car, by electric car, by boat and many like us on foot. They all want to enter the Exposition by the main entrance which is near the Seine and just west of the Concord Place. There are about fifty other entrances to the grounds. One of the great features of the Exposition is this main entrance. It consists of three arches sixty-five feet high and set up in triangular form. The arches lean toward a centre and are surmounted by a central dome. Over the main or front arch is a colossal statue of Peace and on either side is a curved frieze terminating in a minaret one hundred and thirty-six feet high. These friezes represent labor, the figures being of workmen carrying the fruit of their toil to the Exposition.

We enter by passing under the main arch, the space from leg to leg being open. Now we are under the dome. But a semi-circular barrier obstructs our way. Twenty or thirty fences radiate to the right and left. We can pass between any two to a turnstyle where we are admitted on the presentation of two tickets each. These turnstyles form a fence between the legs of the posterior arches. This entire entrance is most beautifully illuminated by thousands and thousands of incandescent lights of every conceivable color and arranged in every conceivable geometric shape.

Within the grounds our first desire is to visit the United States building. See the patriotic fire that burns within our breasts! Or is it home-sickness? One member of our party approaches a policeman and asks: "Do you speak English?" The reply comes sharply, "Non compre." We turn away discouraged. Another member of our party ventures to ask an ordinary man—at least he appears to be an ordinary man; for he wears no uniform, as every alternate man in France does—"Can you tell us where the United States building is?" He grunts and shakes his head "No," while his manner shows that he would like to say: "Another of those infernal Englishmen." We are disconsolate and conclude that we will go and search for Uncle Sam's sign. But the third member of our party suddenly as-

sumes a jubilant expression and exclaims: "I'll find out." He has been studying French for three years preparatory to this trip; and, although he does not pretend to speak a word of French, he can write it. Then he writes a sentence in French, which, he says, is: "Can you direct us to the United States building." Then he awaits a victim. He sees a boy about twelve years of age sitting near by, to whom he presents his written sentence. The boy reads it and then with a bright countenance looks up into his face and says: "Yes, sir. Just cross the first bridge, turn to your right and you will find it the third building along the river bank." Our French scholar staggers, seems to recollect that that is a familiar language, says, "Thank you," and we proceed to the object of our inquiry.

As we go, let us get the geography of the grounds. We seem to be in a large park on the north side of the river, in which is located the Petit Art Palais and the Grand Art Palais. Leading down the river on the same side for almost a mile is a strip of land about two hundred feet wide, on which are located cafes, Old Paris and other money-making concessions. At the farther end of the strip, is the Tracadero Garden containing the Tracadero, beautiful cascades, waterfalls, fountains and lakes, a subterranean aquarium, mines and the colonial displays, this part of the exposi-

tion corresponding to the Midway Plaisance of the Columbian Exposition. Across the river from the Tracadero, is another large plat of ground known as the Champs du Mars and containing the Eiffel Tower and most of the buildings for general displays. Perhaps we may notice that these buildings are so built as to seem to be one continuous building in the form of a hollow square, the electricity building being the connecting link at the further end; so that, if we were to start into these buildings on the west side of the Champs du Mars near the river, we would go through a series of buildings, cross at the further end through the electricity building to the east side and return to the river through another series of buildings. On the south side of the river Seine, is another strip of ground probably four hundred feet wide just opposite the strip previously mentioned, extending from the Champs du Mars to the Esplanade des Invalides. On this strip of ground are located the Army and Navy building and buildings of foreign governments. The Esplanade des Invalides is opposite the park we have entered and contains buildings set apart chiefly for French exhibits. Let us take a more general view of the grounds. On either side of the river Seine is a narrow strip of ground about a mile long, while at each end of each strip is a large plat of ground. This makes four large

fields and two narrow strips of land upon which are located all the displays of The Great 1900 Exposition.

We have reached the Avenue Nicholas II. This crosses the Champs Elysees section in which we are walking in a direction at right angles to the river. Let us turn in this avenue to our left. We reach the river. Directly in front of us is the Pont Alexander III, one of the most magnificent and elaborate bridges ever built. It spans the river by a single arch three hundred and fifty feet in length. It is one hundred and thirty feet wide, half of this width being the driveway in the centre, which is flanked on either side by a trottoir thirty-two feet wide. The bridge is built of stone and iron; but the iron work is entirely concealed. The arch is very flat and makes a beautiful span across the river. At each end of the bridge are two square towers, each surmounted by a pegasus in gilt bronze. At the base of each tower is a stone figure representing France at one of the four epochs in her history. There are many other statues and decorations on the bridge. Here, as elsewhere on the grounds, not the least interesting spectacle is the great concourse of people moving about among each other like bees in a honeycomb. Upon the centre of this bridge, one gets a perfectly entrancing view. The Seine flows be-

neath, ablaze with all sorts of light. Boats of all forms are shooting back and forth. Up the river are the lights of the city. Down the river are the lights of the Exposition. As the river reflects and re-reflects these lights, its very bottom seems to be paved with incandescent electric wires. In the distance to the right, looms up the Tracadero, every line and corner of the building being so covered with incandescent electric lights that it looks as though some school boy had taken a piece of crayon and sketched the outline of the building on the dark sky beyond. In the distance to the left, points heavenward the great Eiffel Tower, its lines and corners covered also with electric lights, its top crowned with a powerful search light which waves a yellow ribbon in the darkness over the entire city of Paris. The scene becomes bewildering and we begin to speculate upon the wonderful brains that have conceived it all, of the cost of the work, and we are lost in the delightful thrill of pleasure which the view has brought. Suddenly we become conscious that we are really awake and seeing it all. We feel just as though we had been aroused from a sleep in which we had a most happy dream which, of course could not be true. Then we realize that this is not a dream but actually the achievement of the nineteenth century.

(To be Continued.)

GEOGRAPHY AND HISTORY OF OHIO.

BY F. B. PEARSON.

The Perry County Institute signalized its late session by an act that was at once graceful and patriotic and also fraught with great possibilities as an example to other bodies of teachers in the state. It may or may not be known by the readers of the MONTHLY that in the cemetery at New Lexington rests the body of Januarius Aloysius MacGahan whom history justly styles the Liberator of Bulgaria. There he has lain since 1884, but no stone marks his grave. This apparent neglect was brought to the attention of the public anew by a recent visit of a Bulgarian student of Harvard who came to pay the tribute of gratitude which he felt was due the man who did so much to free Bulgaria from the thralldom of Turkish oppression, and to carry back to his people all the incidents possible connected with the early life of MacGahan. Accordingly the teachers of Perry County were ready for any movement looking to the marking of this neglected grave, and under the leadership of those choice spirits Supts. Martzloff, DeLong, Fowler, Cookson, Durrant, and Calhoun the initiative was taken. A pilgrimage was made to the grave by a goodly company of teachers, and the next day, after an eloquent tribute to

MacGahan by Supt. C. L. Martzloff, an opportunity was given to the Institute to contribute to this most worthy object and the response was prompt and gratifying. Supts. Martzloff and DeLong took the matter in hand and have already arranged to have one of the huge granite boulders of the terminal moraine in the northern part of the county placed at the head of the grave, with suitable inscription.

Not a teacher of the county but went from that Institute feeling that he had done something toward perpetuating the memory of a man whose noble deeds have given added luster not only to the county and the state but the whole nation, and whose self-sacrificing devotion to the cause of liberty made him the hero and idol of an oppressed people far beyond the sea. Not a pupil in that county but will hear again the story of MacGahan and learn again that there are attainments in life with which gold and precious stones are not to be compared. Not a resident of that county but will come to know that the teachers of their schools know how to do what others have failed to do, and appreciate true nobility and heroism. Not a teacher or pupil in Ohio, let us hope, but will

learn the story of J. A. MacGahan that it may become the heritage of every school-boy who is beginning to mark out the lines of his life's work. 'Tis a noble story and thrilling: for it is the story of faith in the right and its ultimate triumph, a story of peril, of privation, of hardship, of toil, of discouragements, of self-negation, and devotion—the final chapter of which reveals MacGahan, after liberating a people, giving his life for a friend.

Little did the people of Perry County think in those early days of the Civil War that the Irish farmer lad in their own neighborhood would one day incite another war for freedom in far-off Europe. Little did they think that in ten years (1870) this modest boy would witness the ravages of the Commune in Paris, that a year later he would accompany General Sheridan through Europe as special correspondent, that he would alone, make such a perilous journey through Asia to Khiva, that he would, in 1874, be with Don Carlos in the Spanish War at peril of his life, that he would accompany an expedition to the Arctic seas, and that, by the words of fire that flowed from his trenchant pen he would arouse the world to a fever of indignation at the atrocities of the Turk, and, finally, that he would ride in the fore-front of the Russian army that came to break the shackles of Bulgaria and make her free. Little did they think that, though bu-

ried on his thirty-fourth birthday, he would have achieved honor on both hemispheres and won the plaudits of the Great the world over. Small wonder then that when his body was brought to his native land after having lain in foreign soil for seven years that state and nation honored him, and that there gathered in the cemetery at New Lexington poets, journalists, and statesmen to pay their tribute of respect to the name and services of J. A. MacGahan.

Small wonder, too, that Stoyan Krstoff Vatralsky sought out the grave of his country's liberator before he returned to his own land for in so doing he honored himself and his country as well as MacGahan and taught the world the lesson that gratitude is not dead.

The more we know of MacGahan and his work and the more we appreciate the estimation in which he is held the more significant becomes the action of the Institute in marking the unmarked grave.

This article must conclude with the words in which Mr. Vatralsky addressed the people of Perry County and the ode which he left among the flowers with which he strewed MacGahan's grave.

"I do not come here in an official capacity; yet, in coming thus to honor the dust of MacGahan, I am a representative of the Bulgarian people. We Bulgarians sincerely cherish in the grateful niche of our memory the name of Januarius

Aloysius MacGahan as one of the liberators of our country.

"MacGahan and Eugene Schuyler, another true American, were Bulgaria's first friends, and at the time she needed them most. They not only accomplished a great work themselves at an opportune time, but furthermore set in motion forces and influences that made other men's work more effective, thus rendering the achievement of her liberation possible. Had it not been for these American writers, their graphic and realistic exposure of Bulgaria's wounds and tears to the world, there would have been no Gladstonian thunder; no European consternation; no Russo-Turkish war; no free Bulgaria. It was the American pen that drove the Russian sword to action.

"Although he died at the early age of thirty-four, MacGahan's life was far from being either brief or in vain. Measured not by years but by achievements, he lived a long life. Long enough to set history to the task of writing his name among the world's illustrious; among the great journalists, philanthropists and liberators of whole races. And I venture to predict that in the future his merits shall be more universally, more adequately recognized than hitherto. Bulgaria and Ohio must and will yet do what becomes them as enlightened states. Some of you, as I hope, shall live to see a suitable memorial marking his resting place. Yet even now MacGahan has a prouder monument than most historic heroes—his monument is independent Bul-



BURIAL PLACE OF MACGAHAN, NEW LEXINGTON, O.

garia. His name illumines the pages of Bulgarian history, and his cherished name is graven deep in the heart of a rising race; and there it shall endure forever."

TO JANUARIUS ALOYSIUS MAC-
GAHAN.

A pilgrim from the ends of earth I
 come
To kneel devoutly at your lowly
 tomb;
To own our debt, we never can
 repay;
To sigh my gratitude, thank
 God and pray;
To bless your name, and bless your
 name—
For this I came.

No marble shaft denotes your rest-
 ing place;
Yet God has raised memorial
 to your work

Of grateful hearts that stir a rising
 race,
No longer subject to the fiend-
 ish Turk.

Your years, though few, to shield
 the weak you spent;
Your life, though brief, accom-
 plished its intent:

All diplomatic shylocks, bloody
 Turks, despite,
'Twas not in vain the Lord gave
 you a pen to write;
Your Pen was followed by the Rus-
 sian Sword,
Driven by force that you yourself
 called forth;
So came the dauntless warriors
 of the North,
And bondsmen were to freedom
 sweet restored.

Though still unmarked your verd-
 ant bed, rest you content:
Bulgaria is free—behold your mon-
 ument
—Stoyan Krstoff Vatralsky.

O. T. R. C. DEPARTMENT.

MORE NOTES INTRODUCTORY.

By J. J. Burns.

The motto carved upon the corner stone of the O. T. R. C. building is "mutual helpfulness." One cannot conceive it possible that a group — two, ten, twenty, forty — of persons who are engaged in the same kind of work, and are honestly aiming to do good work, should come together at stated times to confer concerning that work, and good results not attend and follow

these meetings. If there be volumes written upon the theory, the history, the philosophy, the practice of that work, and one of these be chosen for close reading by each member alone and for discussion at the next conference, behold a reading circle.

These people may be farmers; and surely the scope of their reading will be wide and their personal experience varied, even if the aim of their association be limited to

the raising of better crops. But suppose this aim should be expanded and made to include not only the cultivation of the farm but the culture of the *man* who farms. What lines of reading would you advise if the question should come your way? Would they not be literature, history, and nature? say, ye severest, would they not?

The group in mind are not farmers; they are teachers. Agriculture in the "Course" must give way to pedagogy, but the other three claim that they can read their title clear as the sun at noon to their place.

The thing which the Circle does, most beneficial, perhaps, to the member as a reader, is the quickening of his interest in the given topics when it comes into collision with the thought that at the coming meeting of the "member's" club this chapter of pedagogy or history, these pages of classic literature, this delightful walk abroad with the author of *Signs and Seasons*, will be before him and his fellows for straight seeing, clear thinking and an honest comparison of results. And this interest is not limited to the single study from the given writer named in the Course. Its pure contagion spreads to kindred studies, to the life of the author and to some other pieces wherein he has revealed himself. For example, what is more natural and student-like than for a person who is reading about Milton in Macaulay's es-

say this winter to stop by the way and reread Comus, L'Allegro, Il Penseroso, or Lycidas? The time will not be wasted if these bits of perfection be memorized, poem by poem, verse by verse, word by word. Or, while he is supping with Addison, to take down the Spectator — mine, I confess, is reposing in "the dust and silence of the upper shelf" — and read those papers which Addison devoted to an unfolding of the greatness of Paradise Lost?

But this note must not try to make up in length what it lacks in the other dimensions.

The Board of Control did not forecast the orthographical peril into which they were thrusting two eminent words when they called upon so many spellers to practice their art upon "Macaulay" and "Burroughs."

SOMETHING ABOUT HISTORY IN THE COURSE FOR 1900—'01.

By J. J. Burns.

It would be a waste of time to give reasons for the opinion that a fruitful reading of American history must be well-lined with the study of European history; that especially of England and of France.

The Board of Control has chosen an opportune time to cross the Atlantic, and invite its readers to follow it into some scenes of the Nineteenth Century drama, acted upon

stages somewhat remote, it is true, but parts of the one great play.

There is no danger that current home history will be neglected in this stirring time; and whichever of the two books on history a club may select, while in imagination they are comradng with other peoples and living in other times, they will be rounding out their knowledge of their own country and its institutions and growing to be better Americans. And whether it be England in the Nineteenth Century, or Europe, the curtain will rise upon the grand and awful tragedy of Napoleon.

In this department of the MONTHLY, the custom, not honored in the breach, perhaps, of presenting questions upon the different books will be followed to some extent. One excellent purpose they will serve — that of self-examination by him who reads alone, who must be both teacher and pupil in his solitary *Circle*. They may also tempt to wider reading, especially in history where the court may not be ready with its verdict until it hears from the other side. For example, in listening to the noble Macaulay we must not forget that he is an ardent whig, and we may with reason wish to see how the same matter appeared through the longer, or shorter, focus of some story's glass.

The mention of the great essayist leads me to the self-put query whether the Board noted at the

time of selection what a course of supplementing history they were choosing: history, so named on the title page; Shakspeare's Wars of the Roses; Macaulay's Comparison of the Great Rebellion and the Great Revolution, and his frequent glimpses into the England, particularly the literary England, of Queen Anne. Or, if we choose Thackeray, not Macaulay, the novel, not the essays, in following Esmond we shall go farther into that same England, stay longer, see more, and be carried comfortably back to "Ole Virginny" at the end.

On the hint found somewhere in this introduction, which has stretched its slow length along without any purpose of mine at the outset, I follow here with some of those questions, making my bashful bow over a copy of

OMAN'S ENGLAND.

1. The English doctrine a century ago about the rights of belligerents? Now?

2. The cause of Pitt's resignation (1801)?

3. Occasion, participants, and results of the battle of Copenhagen?

4. Bonaparte's treatment of English travellers.

5. What was Bonaparte's "dearest foe"? Prove your statement.

6. Purpose and outcome of the camp at Boulogne?

7. What mammoth fleet of a former century "sails into your ken" at this point?

8. Bonaparte's assuming the title of Emperor — reason for it, manner of it? What did France still officially call herself?

9. Some things of interest connected with the name Trafalgar? [Read Southey's *Life of Nelson*.]

10. "Holy Roman Emperor,"— who last held the title? Why did he give it up? What prominent Englishman now living wrote a history of the "Holy Roman Empire"?

11. Austerlitz — sketch of. [Oman doubts the authenticity of the often-quoted and sadly-tragic order of the younger Pitt to "roll up the map of Europe" etc. Lord Roseberry tells the story but limits the time to ten years, and does not give the words as Pitt's last. The great son of the great Chatham was at Bath when the news of Austerlitz reached him. He had been ill, he became worse, was taken soon after to his villa and as he entered it his eye rested on the map of Europe and this prompted the despairing direction to roll it up as a useless thing. He died eleven days later. Roseberry says that just before the awful moment he said: "O my country! how I leave my country!" Greene, Guizot, and Sloan, in his great life of Napoleon, relate the incident of the map.]

12. In what O. T. R. C. book did we have the Berlin decrees and the Orders in Council discussed at length?

13. Something about Sir John

Moore. Review the poem of his burial.

14. Who was Napoleon's second wife? his motive? Is not "frivolous" a mild adjective to apply to the weaker side of Josephine?

15. Picture the extent of the French Empire at its greatest.

16. What do you regard the real cause of Napoleon's downfall?

SUGGESTIVE QUESTIONS ON OMAN'S ENGLAND IN THE NINETEENTH CENTURY.

INTRODUCTION.

1. Contrast the conception of centuries as held by a Jew or Moslem with your own.

2. Why should we reckon by centuries?

3. Name some great events in England in the Nineteenth Century.

4. Compare English credit past and present.

5. What great revolution in English industry within the past hundred years?

6. Colonial growth?

7. Formation of political parties? Whig? Tory? Radical?

8. When should the study of the "England of 1815" logically begin? Why?

CHAPTER I. THE PEACE OF AMIENS.

1. Describe England's condition Jan. 1, 1801: (a) With reference to other powers. (b) At home.

2. When did Pitt resign?

Why? Do you censure him for it?

3. Name two great expeditions planned by Pitt before his retirement. Give an outline of them.

4. Describe the Battle of Copenhagen. Do you consider it an important battle? Why?

5. Give date and provisions of the Treaty of Amiens. Locate Amiens, Trinidad, Minorica, Cape of Good Hope, and Malta.

6. Why was England so liberal with Bonaparte in this treaty?

CHAPTER II. THE STRUGGLE WITH BONAPARTE.

1. *The Naval War — 1803-1806.*

1. Describe the conditions in England the year following the treaty.

2. What were Bonaparte's objects in coming to terms with England?

3. Describe his subsequent actions. What do they prove regarding his character?

4. Why did England hold Malta and refuse to surrender Cape of Good Hope?

5. Give England's reasons for again declaring war. Was she justified in so doing?

6. Describe Bonaparte's treatment of English tourists. What does it show as to his character?

7. What was the final end and aim of all of Bonaparte's plans?

8. In this war what conditions and circumstances favored Bonaparte?

9. Outline Bonaparte's two plans for destroying England. The outcome.

10. Give instances of Bonaparte's activity.

11. Describe the feeling in England.

12. Why was Pitt recalled?

13. Give an account of Bonaparte's coronation.

14. Why did Spain join Bonaparte?

15. Describe Bonaparte's Great Naval Scheme. Why did it fail?

16. Describe the Battle of Trafalgar.

17. Account for the opposition to Bonaparte among the old Monarchies of Europe. How did Pitt turn this to good account?

18. Were Ulm and Austerlitz important engagements? Why?

19. Describe the death of Pitt.

CHAPTER III. THE STRUGGLE WITH BONAPARTE.

2. *The Continental System — The Peninsular War — Waterloo — 1806-1815.*

1. Outline Bonaparte's Second Line of Policy.

2. What changes in the English Cabinet in 1806 and 1807?

3. Describe Bonaparte's treatment of Prussia.

4. Describe the battles of Jena and Auerstadt.

5. What were the terms of the Treaty of Tilsit?

6. What were the Berlin and Milan Decrees? How did Eng-

land meet them? With what results?

7. Compare the work of the English army and navy up to 1807.

8. How did Bonaparte seize the crown of Spain?

9. What effect did this seizure have upon the Spaniards?

10. Was the Battle of Baylen important? Why?

11. Describe Bonaparte's campaign into Spain. Why did he suddenly change his plans?

12. What were the results of the Austrian campaign? How did Bonaparte attempt to secure the co-operation of Austria?

13. Describe the Battle of Talavera.

14. Describe Masséna's campaign. Why were its results so important?

15. Give the extent of the "French Empire" in 1809-11.

16. What led to Bonaparte's invasion of Russia in 1812? What was the result?

17. Sketch Bonaparte's downfall.

18. Who succeeded him?

19. Give an account of the Battle of Waterloo.

20. How were the accounts settled at the Congress of Vienna? (To be continued.)

SUGGESTIVE QUESTIONS ON JUDSON'S EUROPE IN THE NINETEENTH CENTURY.

INTRODUCTION.

1. Compare the nineteenth century with the other centuries.

2. What does the author state the purpose of his book to be?

3. What two formative ideas have controlled the political life of Europe the last hundred years?

4. Trace the advance of Democracy.

5. Trace the growth of Nationality.

6. What three great revolutionary movements in the nineteenth century?

PART I. — THE FIRST REVOLUTION.

1. What was the condition of society in the latter part of the eighteenth century?

2. Why did the Reform begin in France? What is included in the "French Revolution"?

3. Describe Europe before the Revolution. Governments of England and France.

4. What classes existed among the French people?

5. What was the Holy Roman Empire?

6. Describe the meeting of the States General in 1789.

7. Give the provisions of the Constitution of 1790-1.

8. Describe the Legislative Assembly of 1791.

9. When and why did the Revolutionary Wars begin?

10. Give an account of the trial and execution of Louis XVI. What effect did his execution have upon some of the leaders in France?

11. Describe the Reign of Terror.

12. What were the provisions of the Constitution of 1795?

13. How was the new government overthrown?

14. Give the provisions of the Constitution of 1799.

15. What important Military Operations took place in 1800-1? What reform and changes in the Government followed?

16. What caused the war between France and England in 1803? Results?

17. What important change in the Government of France in 1804?

18. Outline Bonaparte's great military campaigns. What was the "Continental System"?

19. What finally led to his overthrow?

20. What were the temporary results of the French Revolution in France? Permanent?

21. What were the results of the French revolution outside of France?

(To be continued.)

THE HIGHEST HAPPINESS.

By Ruric N. Roark.

In "Psychology in Education" the highest happiness of the individual, and through him of the race, is placed as the true end of education. Directly or indirectly that same thought runs through the whole of the "Method in Education." The fact is there insisted upon in various ways, that the child

is the real teacher of method, is the safe pedagogical leader, and that only by studying normal child-growth will any effective rules of educational practice be reached.

Happiness may be defined either as "the satisfaction of desire," or as "conformity to law." These are not two distinct definitions, but two forms of the same one; for the *highest* desire is the desire for harmony with God, and harmony with God is conformity to His laws.

These seem to me to be self-evident propositions. The highest happiness that can come to any individual or to any race is the happiness that comes from conformity to law as understood and formulated by that race or individual. Of course, the lower and more inadequate the conception of law, the lower will be the degree of happiness resulting from conformity to it; but it will be, however much it is, the highest which that race or individual can enjoy.

For the individual, the laws here meant are written in himself, though he may by no means always understand them fully. The law of vision, for example, is in the healthy eye itself — it sees according to the law of its own nature; and it would be a poor sort of fool that would try to compel the healthy eye to see in some way different from what it does of its own nature. The same is true of all other organs of the body, and is equally true of all the powers of the soul. It would be

as unwise to try to make imagination, or conscience, for example, function in some other way than its own inherent way, as to try to force the eye to do the service of the ear. The body is in health and is therefore happy, when all its parts function in accordance with their inherent laws; the soul is healthy and therefore happy, when it functions in harmony with the laws implanted in it by its Creator.

All of which brings us back again to the statement that true educational processes seek as their outcome the highest happiness of the individual and through him of the race. Hence the validity of Principles I. and II., pages 22 and 23, "Method in Education." The trend of present day educational study and research is wholly in the direction of discovering and formulating the laws of body and mind growth. Like all other natural laws, these must be reached by induction, and this necessitates much experimentation — some of it rather dangerous and expensive. Some general principles seem to be clearly defined already, but the practical working out of these in successful practice will for years to come tax to the utmost the patience, knowledge, and skill of the teacher. And it must not be forgotten that upon the *teacher* alone must rest the burden of the practical work; the "ed-

ucator" may theorize, investigate, compare, draw conclusions, but these must stand or fall under the actual test of the pupil and teacher working together.

Even in the present confusion of pedagogical practice, a few things stand out with comfortable clearness and certainty. (1) Schools everywhere are providing some form of manual exercises as a means of expression of the child's natural, creative, and constructive impulses. (2) As a result of a recognition of the fact that the growing mind's natural progress is from things to thoughts, genuine nature-study is on a better footing than ever before. (3) A growing appreciation of the value and dignity of the natural feelings as sources of pain and pleasure, and as motives to conduct, has taken away undue emphasis from the teaching that deals mainly with the intellect, and has placed the stress upon *culture* teaching, which includes both intellectual and emotional culture.

Within the memory of men not yet at all old these things have all been the subjects of excited and even bitter controversy. In some few quarters still may be heard a voice or two proclaiming opposite doctrines, but these voices are almost drowned in the laughter of happy children.

HELPS, HINTS AND SUGGESTIONS.

OCTOBER.

October, originally the eighth month of the old Roman year, derivative of *octo*, eight.

— *Johnson's Universal Cyclopedia*.

From the above meager statement people of another clime can have no conception of the glories of October and all that we enjoy

"When woods begin to wear the crimson leaf,

And suns grow meek, and the meek suns grow brief,"

when the sky is a Mediterranean blue and the "Wind of the sunny south" has its first touch of crispness from last night's frost; when the blue gentian holds its solitary blossom aloft 'mid a tangle of dull red blackberry and scarlet sumach; when

"The golden-rod is leaning

And the purple aster waves."

"When the frost is on the punkin
And the fodder's in the shock."

When well filled nuts fall noisily down among the dead brown leaves and squirrels put away their store; when the haze of Indian Summer makes everything seem a poem or a picture and nature seems ready for her long sleep, then

"In such a bright, late quiet, would that I

Might wear out life like thee, 'mid
bowers and brooks

And, dearer yet, the sunshine of
kind looks,

And music of kind voices ever nigh;

And when my last sand twinkled in
the glass,

Pass silently from men, as thou
dost pass."

ARITHMETIC.

By Ed. M. Mills.

[For several months, Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

20. The interest on two notes, aggregate face value \$3600, is \$158, one at $6\frac{1}{4}\%$ and the other at 7% ; get the face of the $6\frac{1}{4}\%$ note.

SOLUTION.

Suppose both notes to draw 7% ; then 7% of \$3600 for 8 mo. = \$168, amount of interest the notes would have earned had both drawn 7% . \$168—\$158 = \$10, amount of interest lost by reason of one note only drawing $6\frac{1}{4}\%$. $7\% - 6\frac{1}{4}\% = \frac{1}{4}\%$, difference in rates. $\frac{1}{4}\%$ of \$1 for 8 mo. = \$.005, amount of interest lost on \$1 of the $6\frac{1}{4}\%$ note; then, \$10 ÷ \$.005 = 2000, ∴ \$2000 = face of $6\frac{1}{4}\%$ note.

21. The difference between the true and bank discount of a note due in 6 mo. is \$10; find the face of the note, the rate of discount being 10% .

SOLUTION.

The bank discount on \$1 for 6 mo. at 10% = \$.05, and $\$1\frac{1}{10}$ or $\$1.1$ = present worth of \$1 for 6 mo. at 10%; then, $\$1 - \$.1 = \$.9 = \$.91$, true discount on \$1 for 6 mo. at 10%; then $5c. - 4\frac{1}{2}c. = \frac{1}{2}c.$, difference between the true and bank discount on \$1 of the note. Hence, $\$10 \div \frac{1}{2}c. = 4200$, $\therefore \$4200$ = face of note.

22. By discounting a note at 8%, a bank receives 10% interest; find the time the note runs, in years.

SOLUTION.

If 10% of the proceeds, for any length of time, equals 8% of the face for the same time, the entire proceeds must equal 80% of the face. In other words, the proceeds and face are to each other as 80 : 100. Suppose, then, the \$100 is the face, and \$80 the proceeds of the note.

$\$100 - \$80 = \$20$, the bank discount. 8% of \$100 for 1 year = \$8, bank discount for one year.

$\$20 \div \$8 = 2\frac{1}{2}$, $\therefore 2\frac{1}{2}$ years = the required time.

23. The true discount of a sum for 6 months is \$5, and the simple interest for the same time and rate would be \$5.25; find the rate of discount.

SOLUTION.

The pupil should be led to see that the simple interest on any sum of money, for any time, at any rate, exceeds the true discount by a sum equal to the simple interest on the

true discount, for the same time, at the same rate.

Hence, $\$5.25 - \$5 = \$.25$, simple interest on the true discount for 6 months.

1% of \$5 for 6 months = \$.025; then

$\$.25 \div \$.025 = 10$, $\therefore 10\%$ = required rate.

24. The interest on a certain sum for 9 months at 5% is \$1.50 less than the interest on the same sum for 1 year and 3 months at 4%; find the sum.

SOLUTION.

The interest on \$1 for 9 months at 5% = \$.0375, and the interest on \$1 for 1 year, 3 months at 4% = \$.05.

$\$.05 - \$.0375 = \$.0125$, difference of interest on \$1 of the sum. But \$1.50 = total difference of interest; $\therefore \$1.50 \div \$.0125 = 120$, $\therefore \$120$ is the required sum.

25. The amount of a certain principal, at a certain rate, for 3 years is \$295, and the same principal, at the same rate for 5 years would amount to \$325; find the principal and the rate of interest.

SOLUTION.

Since the principal and the rate are the same, the only thing that could produce a difference in amounts would be time.

5 years—3 years = 2 years, difference of time.

$\$325 - \$295 = \$30$, difference in amounts.

Then, interest on principal for 2 years = \$30, and interest on principal for 1 year = \$15; then interest on principal for 3 years = \$45.

∴ \$295 - \$45 = \$250, the required principal.

1% of \$250 for 1 year = \$2.50.

∴ \$15 ÷ \$2.50 = 6, ∴ 6% = rate of interest required.

CURRENT HISTORY.

BY F. B. Pearson.

The student of history has much food for thought in the present condition of affairs in China, and even the prophetic eye must glimmer before the rapid succession of events. Russia's proposition to withdraw the troops from Peking is in full consonance with her recent peace proposal, but others of the Powers seem to look askance at any proposition emanating from Russia. So much may be regarded as settled, that in diplomacy in its fullest significance Russia yields to no other nation. It is evident that Russia regards Manchuria as practically belonging to her even now, and this assumption on her part naturally causes other European nations to hesitate to consent to a withdrawal of troops from the Imperial City. If the partition of China is prevented and a great international war is averted in the present critical condition of affairs it will conclusively prove that civilization is making progress. The future historian will, no doubt, have occa-

sion to remark upon the far-sighted statesmanship of Russia in constructing the great Siberian railway, and in getting possession of sea-ports at strategic points in the Orient and elsewhere, as the preliminary movements in a gigantic scheme of expansion. Even now it is just possible that Russia is laughing in her sleeve at the bewildered looks of her neighbors as she outwits them in schemes for aggrandizement.

* * *

The separation of Norway and Sweden, it would seem, is but a question of time. The personal popularity of King Oscar is now about the only bond of union remaining. Each country has a separate constitution and a separate legislature, and the recent elections in Norway indicate that the schism which began in 1885 will be rapidly widened. At that time Sweden made a pronounced gain of power in that she compassed the appointment of Swedes to most of the consular and diplomatic posts. So bitterly did Norway resent this that in 1892 the Storting passed a resolution for a separate consular Service for Norway. This resolution was vetoed by King Oscar.

In the past three years Norway has spent vast sums on military equipment, and similar warlike preparations are being made by Sweden. The crisis may not come so long as Oscar is on the throne, but his son Crown Prince Gustavus

is cordially disliked by the Norwegians and the chances are against his ever ruling over the two countries.

* * *

Professor F. Foureau recently returned to Paris from a trip across the desert of Sahara from Algeria to Lake Chad—a distance of about 1600 miles. The time consumed was almost two years, and 1200 camels were required for the expedition. Ostensibly the trip was made in the interests of Science but the opinion obtains that France is considering the feasibility of constructing a railway across the desert with a view of developing the fertile district about Lake Chad.

* * *

The Italian Prince, the Duke d' Abruzzi, announces that in his recent polar expedition he reached latitude $86^{\circ} 33'$ north, while Nansen's record is $86^{\circ} 14'$. This young explorer who is a cousin of the present king of Italy, Victor Emanuel III, has surpassed the record of Nansen by about nineteen miles, and has demonstrated that sunny Italy can upon occasions vie with rugged Norway in deeds of daring. Dr. Nansen has expressed himself as being greatly pleased at the success of the expedition, especially as it resulted in ascertaining that only sea exists beyond Franz Josef's Land—a matter that has long been under discussion.

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different counties or who desire to make use of such questions in their own study or teaching.]

Franklin County.—Examiners, L. I. Pegg, Columbus; C. L. Dickey, Clintonville; J. A. Wilcox, Columbus.

HISTORY. — CIVIL GOVERNMENT.

1. Describe the career of General Gates in the Revolutionary War.
2. Describe the military career of Benedict Arnold.
3. Name two famous Englishmen opposed to the Stamp Act.
4. What were some of the perplexing questions with which Washington had to deal at the beginning of his career as president?
5. What decided the location of the National capital?
6. Name some of the results of Whitney's great invention.
7. Describe in detail the election of a U. S. Senator.
8. How do you reconcile Jefferson's interpretation of the constitution with the purchase of Louisiana?
9. Describe the judicial system of the U. S.
10. Who is the Speaker of the House of Representatives? President of the Senate?

THEORY AND PRACTICE.

1. Give reasons why a teacher's education should be more extended than the branches to be taught.
2. What is meant by the "professional spirit" in a teacher?
3. What are the ends to be secured by school discipline?
4. Name five proper incentives to study.
5. What is inductive teaching?
6. Define apperception.
7. What is teaching?
8. Prove that teaching is a profession.

GEOGRAPHY.

1. What are isothermal lines, glaciers, and artesian wells?
2. How is dew formed?
3. Describe the principal mountain ranges of the United States, and tell what effect they have upon the surrounding country and people.
4. Give a brief description of: (1) The Philippine Islands; (2) Of the Transvaal; (3) Of China.
5. Draw a map of China showing its boundaries, principal cities, rivers, and upon what waters it touches.
6. Name five of the foremost nations of the world and give some of the national characteristics of each.

GRAMMAR.

1. (a) What is a word? (b) a thought? (c) a sentence?
2. (a) What is etymology? (b) syntax?
3. What does the passive voice indicate and how is it formed?
4. Parse the infinitives in the following sentences: (1) God is able to make all grace abound toward you. (2) It is better to go to the

house of mourning than to go to the house of feasting.

5. Diagram the following and parse italicized words:

If it were done when 'tis done, then 'twere well

It were done quickly.

But in these cases

We *still* have judgment *here*; that we *but* teach

Bloody instructions, *which*, *being taught*, return

To plague the inventor.

READING.

1. Give four good reasons why we should learn to read.
2. By what should one be guided in choosing literature for children?
3. Should one always read to children only such literature as they fully understand? Why?
4. In what order should form and sound be taught?
5. Explain: (1) The sentence method; (2) The word method.

ARITHMETIC.

1. When a train is moving at the rate of 24 miles an hour, how long will it take to pass 24 telegraph poles, the distance between the poles being 66 yards?
2. The salaries of three men are to each other as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$, and together they receive \$3,900. Find the salary of each.
3. At what rate must 6 per cent bonds be bought to yield 5 per cent on the investment?
4. How may the indorser of a note free himself from responsibility for its payment?
5. What is a Stock Exchange? Explain the terms "bears" and "bulls."

6. If $\frac{3}{4}$ of the selling price of an article is gain, what is the per cent of gain?

7. A pipe 2 in. in diameter will empty a cistern in three hours. What must be the diameter of the pipe that will empty it in $1\frac{1}{2}$ hours?

8. Sold cattle at 8 per cent advance; invested \$240 more than the proceeds in hogs which I sold at $16\frac{2}{3}$ per cent loss. Sustaining \$50 total loss; get cost of cattle.

8. What are the properties of muscular tissue?

9. Describe the alimentary canal, its subdivisions and appendages.

10. What are narcotics? Name the most important. Is alcohol ever a food? Do you believe in the scientific temperance laws? Why? What does Prof. Atwater claim to have proven? ,

ORTHOGRAPHY.

1. Use in sentences to show meaning five words containing "fect" or "fact."

2. Is "e" before terminal "t" usually sounded or silent? Give five words as illustrations.

3. In what words is "t" generally silent? Give five examples.

4. Indicate pronunciation: orchestra, pylorus, quotient, quarantine, pique.

5. Spell: anilizing, difficult, dyagrammes, hipotenoose, memmorigize, imagd, Hawaian, assasinashun, ceseded, bankrupsy.

PHYSIOLOGY AND HYGIENE.

1. Name some of the elements composing the body.

2. What are some of the more important proteids found in the human body?

3. Name some important characteristics of the living body.

4. What is protoplasm?

5. Name the supporting tissues of the body.

6. Define: lacteal, corpuscle, lymph, dialysis, plasma.

7. Name the bones of the cranium.



THE KINDERGARTEN.

THE OHIO EDUCATIONAL MONTHLY.

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MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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ADVERTISING RATES.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American School Board Journal.....	.....
.....	Milwaukee, Wis.
Art Education.....	New York, N. Y.
Canadian Teacher.....	Toronto, Ca.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

Interstate Review.....	Danville, Ill.
Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools.....	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....	.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, December 26, 27, and 28, 1900. Supt. W. W. Boyd, Painesville, Ohio, is clerk of the board to whom all communications relating to the examination should be addressed.

TEACHERS of all grades, city, village, country, primary, or high school, ought to be interested in the whole work of education including the college. No one who has ever given any thought to education in its broader sense can fail to appreciate the value of the Small College in Ohio. We trust every one will read President Thompson's excellent address which he delivered at Charleston and which we publish in full in this issue. While Dr. Thompson is at the head of our great State University, he is not unmindful of the fact

that the small college has been and will continue to be a mighty factor for good in the educational work of the state.

STATE Librarian C. B. Galbreath is still hard at work trying to make the State Library useful to as many people in Ohio as possible. He is certainly the right man in the right place and we are glad to know that he is to remain in the position for which he is so eminently fitted. He gives us an excellent article this month of value to all and of special importance to country and smaller village teachers whom he is intensely anxious to help. If you want to help your pupils to good literature, and have not the books at hand to enable you to do so, write Mr. Galbreath, State Librarian, Columbus, Ohio, and he will promptly respond.

SPECIAL attention is called to the full page advertisement in this issue of Dr. William Henry Venable's beautiful story of "Tom and the Black Cat," which we have read with pleasure, interest, and profit. Read what Edward Everett Hale, Horace E. Scudder, and other noted writers say of it. We trust that many of our readers and their friends will send in their orders at an early date. For terms and directions for sending orders, see advertisement.

THE prospects are excellent for another successful O. T. R. C. year.

Certainly no serious fault can be found with the Course selected by the Board of Control and we hope it will be carefully studied by the teachers of each county. The MONTHLY which originated the plan of conducting a special O. T. R. C. Department, five years ago, will continue to do all in its power to aid the work. In addition to the regular articles prepared by the authors of adopted books, and others, there will appear each month "Suggestive Questions" which it is hoped will aid the teachers in their reading and study. The questions on History which appear this month and which will be continued for several months were prepared by the editor in his reading of the two volumes adopted for the year. It should be kept in mind that all such questions should be considered simply *suggestive*. Some of us can remember how narrow and unsatisfactory the teaching used to be which was based on the "questions-at-the-foot-of-the-page-plan," and we should not like to think that any member of the O. T. R. C. would study by a plan similar to that.

WE desire once more to express our gratitude to our friends for their cordial and loyal support of the MONTHLY. The majority of our agents sent in good reports, and many of our subscribers who did not renew through the agents, have sent in their own subscriptions

accompanying them with kind expressions of appreciation for which we are profoundly grateful. In many instances those who asked that their subscriptions be discontinued, because of their having quit teaching, or for some other equally good reason, gave us a "parting blessing" which is pleasant to remember. In return for all this cordial support, we shall do our best to continue to make the MONTHLY worthy of support. We trust that all our readers will find something of interest and helpfulness in this number from which, although it contains the full *forty-eight pages exclusive of advertising pages* which are never counted in as in some educational journals, we are sorry to say several other equally good articles have been crowded out. These articles including one by Supt. J. A. Culler of Kenton who will contribute throughout the year, will appear in the next issue. We shall be thankful to our friends who believe in the MONTHLY and who know of teachers who would possibly subscribe for it, if they will kindly send us the names of such teachers to whom we shall gladly send sample copies. If any teacher knows of other teachers whose subscription he can secure, and will inform us, we shall quote rates of commission promptly.

THE climate of Bay View having apparently lost its power over hay-fever so far as the editor's case

is concerned, a change was sought this year at Mountain Lake Park, Maryland, a beautiful and widely known resort in the Allegheny Mountains, 2800 feet above the sea level. On August 17, we were compelled to leave home with a severe case which caused much suffering until frost and cool weather brought relief. Before leaving, the proof of the September MONTHLY was all read with the intention of having it mailed promptly the first week in September. On account of a provoking blunder in the printing office over which we had no control, the mailing was somewhat delayed, and we fear that some of our subscribers received their copies several days late. In this connection, we desire to urge that any person who does not receive his paper by the fifteenth of any month, will make known the failure, and another copy will be promptly sent. It is much less trouble to correct such mistakes at the time they occur than it is to send missing numbers at the end of the year when they are called for by our friends who need them to make up complete volumes for the bindery.

FROM a letter just received from Secretary Shepard, we quote the following:

"It should be noted that the attendance of active members at Charleston exceeded that of Los Angeles. A larger number of directors were present at Charleston than at Los Angeles. There were fewer failures on the programs than

at Los Angeles. Rarely has the program of the general sessions had so few failures. When the active members are included the attendance will certainly reach 4,600 and may crowd closely on 5,000. This will make the enrollment nearly twice as large as the great Madison meeting, four times as large as the Topeka meeting, quite as large as the Toronto meeting more than one thousand larger than the last Saratoga Springs meeting and two-thirds as large as the Milwaukee meeting."

These facts ought to make plain to all that even in the matter of numbers, the Charleston meeting was not a failure.

In this connection it is proper to call attention to the coming visit of the Executive Committee of the N. E. A. to Cincinnati and Detroit, October 13 and 15 with the object of selecting a place for the meeting of 1901. This committee consists of President J. M. Green, retiring President, and by the rules of the Association, first Vice President O. T. Corson, Treasurer L. C. Greenlee, Chairman Board of Trustees, A. G. Lane, and Commissioner Harris. Secretary Shepard will accompany the Committee, but has no vote in selecting the place. There are many excellent reasons for the selection of Cincinnati, and we sincerely hope that the meeting of 1901 will be held in that city. In hotel accommodations and in ability to secure a large attendance, Cincinnati can not be excelled, and Ohio's loyalty to the N. E. A. since

its organization certainly merits favorable consideration. The total attendance from Ohio at the meetings from 1884 to 1899 inclusive was 6,388, and at different times within this period it has been the banner State. Within the same period the total attendance from Michigan was 2,982. If it be urged that Detroit's position on the Lakes will insure cooler weather than at Cincinnati, we have only to refer to the meetings at Chicago and Milwaukee—both noted for their intense heat. We are for Cincinnati first, last and all the time, and hope to be able to announce a decision in her favor in the next issue of the MONTHLY.

At a recent session of the Cuyahoga County Institute the following resolution, among others, was passed:

"A new duty, neither sought nor sanctioned by any considerable portion of those engaged in the work of education, has been presented to the teachers of the State. It is their duty to obey the new law to teach regularly so-called scientific temperance in the common schools; but it is none the less their privilege to protest against at least the manner of the enactment of the measure which creates their new duty.

"The sentiment of the teachers of Ohio has ever been for genuine temperance, and, therefore, the enactment of the new law by the Legislature, contrary to the expectations of the teachers of the State, may be considered at least hasty action."

This resolution states very mildly the feeling which characterizes the teachers of the state regarding the law referred to. If some of the "reformers" who strive to keep up a cheap notoriety by constantly meddling with legislation with the execution of which they can have no part, would occasionally consult the teachers who have to execute the law, they might find that in honesty of purpose and conscientious performance of duty, those same teachers are at least their equals and in wisdom greatly their superiors. As previously stated in the May MONTHLY, we believe in the teaching of temperance along with all the other virtues, and we are sure that the teachers of Ohio are honest and conscientious in this great work of character building, and because of this earnestness and consecration to their work, we look upon any law which aims to tell them just how often they shall teach any subject, and then threatens them with fines and penalties if they do not comply, as an unwarranted interference which can bring no good to the schools.

WE learn from the *San Juan News* of August 30 that the Department of Education of Puerto Rico is now located in its new quarters with Commissioner Martin G. Brumbaugh in charge; that the Commissioner has selected thirty-nine American teachers, college or normal school graduates possessing

a speaking knowledge of the Spanish language, and ordered them to report for duty at once, and that the full insurance of \$10,364.83 on the Model and Training School which burned July 2 has been paid. These facts simply show that there is now at the head of educational affairs in Puerto Rico a thoroughly trained business man as well as an educator who will give to the schools an organization and an administration which will insure the best possible results under the circumstances. Very few of us can realize the sacrifice which Dr. Brumbaugh has made in going to Puerto Rico, and all of his many friends who read this note will, we are sure, join with the editor in wishing him a hearty Godspeed in his hard field of labor. We shall not be disappointed in expecting great things from his administration. We hope in the near future to publish a series of short articles from his pen descriptive of the island and its condition and inhabitants which we are sure will be read with interest and profit by all.

VALUABLE PRIZES FOR OHIO SCHOOL BOYS AND GIRLS.

We believe that the teachers and pupils of Ohio will be greatly interested in the plan for encouraging the study of history outlined in the following circular which is self-explanatory. The subjects proposed are interesting and the prizes offered are liberal. We trust that

many pupils representing many schools will compete. While only a few can win prizes, all who make an honest effort to succeed will find a prize in the results of such effort.

THE OHIO SOCIETY OF THE SONS
OF THE REVOLUTION.

OFFICE OF THE SECRETARY.

*United Bank Building,
S. E. Cor. 3rd and Walnut Sts.*

CINCINNATI, O., August, 1900.

The Ohio Society of the Sons of the Revolution, to encourage the study of the History of the American Revolution and the lives and characters of those who prominently participated in the events which resulted in the independence of this country, has, in each of the past four years, offered medals as prizes for the best essays upon a stated subject connected with the Revolution, to be competed for by pupils of the High Schools in the State of Ohio. This year the plan has been changed, and, instead of medals, money prizes are offered.

First. A prize of one hundred dollars for the best original essay upon the subject of "The Continental Congress, 1775 to the surrender of Cornwallis, its organization, and its Direct Control of the Diplomatic and Military Affairs of the Country during the Revolution," to be competed for by any person permanently or temporarily residing in the State of Ohio. This essay must contain not less than 6000 nor more than 7500 words.

Second. A prize of fifty dollars for the best, and a prize of twenty-five dollars for the next best, original essay upon the subject of "John Hancock, His Connection With, and Influence Upon, the

American Revolution," to be competed for only by pupils of the Public Schools of the State of Ohio. The essay upon this subject must contain not less than 2000 nor more than 2200 words, and must be accompanied by a certificate from the Principal or Superintendent of, or a Teacher in, the School of which the author is a pupil, that the essay is believed to be original; this certificate must be inclosed in the envelope, hereinafter referred to, bearing the *nom-de-plume* of the author.

Essays may be either in the handwriting of the author or in type-writing, and must be written on one side only of paper approximately $8\frac{1}{2} \times 11$ inches, with a margin $1\frac{1}{2}$ inches wide on the left hand side.

Each essay must be signed with a *nom-de-plume* and enclosed in a sealed envelope addressed to the secretary, and mailed not later than January 25, next: enclosed in the same envelope with the essay, must be a separate envelope with the *nom-de-plume* of the author written upon it and containing the true name and address of the author, and if the essay is on the subject secondly before stated, must also contain the certificate before referred to.

The Secretary will retain the envelope containing the true name of the writer etc. until the Committee to whom the essays will be submitted shall make awards, when it will be opened in the presence of the Board of Managers.

The Society reserves the right to decline to award either of the prizes if, in the opinion of the Committee, no essay worthy of it shall be submitted.

The prize essays are to be the property of the Society, with liberty

to make such use of them as its Board of Managers may see fit.

It is expected that the prizes will be awarded at the meeting of the Society in Cincinnati on February 22, next.

The Society requests the teachers of the pupils who may compete to see that no essays are submitted which are not in their opinion worthy to be submitted.

It is earnestly desired that the pupils of the Public Schools of Ohio may compete for the prizes secondly above referred to, and that those of more mature minds may compete for the first, which, it will be noticed, is open to any one who is residing, permanently or temporarily, in Ohio.

Respectfully,

H. B. MACKOY,
Secretary.

CORNELIUS CADLE,
President.

NEW STATE SCHOOL EXAMINER.

As stated in another column we were compelled to print the September MONTHLY early in August to enable the editor to leave home for relief from hayfever, and hence it was impossible to give to our readers in that issue the name of the new State School Examiner who is always appointed, as required by law, on August 31 of each year.

We are glad, however, this month to be able to furnish not only the name but also an excellent cut of the man who has been appointed by Commissioner Bonebrake to succeed Dr. C. W. Bennett for the full term of five years on

this important Board from which he received a State Certificate in 1879.

Supt. W. H. Mitchell, the new member, was educated at Marietta College, receiving the degree of A. B. from that institution in 1874, and the degree of A. M. from the same institution in 1877. After his graduation he taught in Gallia Academy, Gallipolis, Ohio, and while so engaged, served as member of both the Gallia County and the Gallipolis City Boards of Examiners. From 1883 to 1898, he was superintendent of the Monroeville public schools, and since that time has served as superintendent of the New London Public Schools. While at Monroeville he also had charge of the schools of Ridgefield Township, and at present, in addition to his work as superintendent of New London, Mr. Mitchell also has charge of the schools of the township in which that town is located. From 1885 to 1898, he served as member of the Huron County Board of School Examiners. It will thus be seen that Mr. Mitchell has had a long experience as an examiner, and we can wish for him no greater success than that he may be able to fill the position to which he has been appointed with the same degree of fidelity and satisfaction as Dr. Bennett of Piqua whom he succeeds.

The Board as it is now constituted consists of the following members: J. D. Simkins, St.

Mary's; W. W. Boyd, Painesville; W. H. Meck, Dayton; M. E. Hard, Sidney, and W. H. Mitchell, New London. The next examination will be held in Columbus, December 26, 27 and 28, 1900. Persons

who desire to make application should promptly communicate with Supt. W. W. Boyd, clerk of the Board, Painesville, from whom application blanks and other information can be secured.



SUPT. W. H. MITCHELL.

EDUCATIONAL NEWS.

—Virgil Mills of North Madison has been elected superintendent of the Burton Schools at a salary of \$800.

—Supt. G. A. Wyly of Johnstown has issued a very neat announcement of the opening of the schools of that town. He has four assistants and is doing excellent work.

—The "Course of Study for the Guidance of Teachers" recently issued by Supt. R. G. Boone of Cincinnati is carefully prepared and contains many helpful suggestions. The work in the different branches is outlined on the basis of two classes in each year, and a wisely selected list of books to be used as references follows.

—Supt. W. M. Henderson has entered upon his second year at New Cumberland, W. Va., at an increased salary.

—Darke County held another enthusiastic and successful institute August 6 to 17. The instructors were S. T. Dial and B. O. Higley of Ohio, J. M. Stephens of Illinois, and C. C. Rounds of New York. The following officers were elected: President, J. C. Poling; Secretary, Daisy Lowridge; Member of Executive Committee, E. H. Miller; O. T. R. C. Secretary, Norman Selby.

—J. W. Loomis has left Ohio where he has done excellent work as a teacher, to accept a principal-

ship in the schools at Sandwich, Ill.

—The Christy School of Methods held another very profitable six weeks' session the past summer. Six persons graduated from the Pedagogical Department. The address was delivered by Judge J. P. Caldwell of Jefferson.

—Supt. C. E. Thomas of Mendon has been appointed a member of the county board of school examiners for Mercer County.

—Supt. D. F. Grier who has had charge of the schools at Jefferson, Ohio, the past year, is now superintendent of the city schools of Sharon, Pa., with a salary for the first year of \$1600. George Rogers formerly of Plymouth Michigan, succeeds him at Jefferson.

—Supt. S. A. Gillett is still in charge of the Crestline schools having been unanimously reelected for three years at an increase of \$200 in salary.

—B. H. Games formerly of Alton has charge of the Zaleski schools this year.

—Warren County reports an excellent institute with Hon. Nathan C. Schaeffer and Dr. S. C. Schmucker both of Pennsylvania as instructors. The following officers were elected: President, D. A. Ferree; Vice President, W. C. Thompson; Secretary, Jennie Dennison; Member of Executive Committee, W. P. Vandervoort; Secretary O. T. R. C., J. M. Hamilton.

—F. B. Dyer of Madisonville and E. S. Loomis of Cleveland did most acceptable work in the Ashland County Institute. The following officers were elected: President, C. E. Budd; Vice President, L. J. Hartman; Secretary, Rae Bailey; Member of Executive Committee, W. E. Heichel; Secretary O. T. R. C., Frank Scott.

—The Marion County Institute was well attended and is reported as the best ever held in the county. The instructors were Prof. Robert A. Armstrong of the West Virginia State University, Miss Lucia May Wiant of Dayton, and Miss Clara Kowalke of Marion. The same instructors have been employed for next year. Robert J. Pennell was elected president of the institute.

—E. N. Lloyd is now superintendent of the New Washington schools having been called there to succeed H. H. Frazier who is principal of the Tiffin High School.

—Late in August J. W. Mackinnon resigned the superintendency at Middletown to which he had been reelected for two years, to accept a call to the superintendency at Bellefontaine where he began his teaching. Principal J. E. McKean of Akron succeeds him at Middletown at a salary of \$1500.

—H. Whitworth for so many years superintendent at Bellefontaine is now one of the faculty at Ada.

—Lee W. Mackinnon who taught in the high school at Plain City last year, is now in charge of the science department of the Fostoria high school.

—The instructors at the Williams County Institute were Supt. M. E. Hard of Sidney, Supt. H. G. Williams of Marietta, and Miss Lilia Faris of Lynchburg. The officers for the coming year are W. L. Fulton, President; Gertrude Lawrence, Secretary; and G. R. Anderson, Mrs. S. C. Kelly, and E. D. Longwell, Executive Committee.

—The Marion City Institute held its second annual session the last week in August. Several of the high school teachers gave instruction in elementary science, Prof. Jones, supervisor of writing, gave lessons in that branch, and Supt. Powell outlined the work of the year in a series of helpful addresses. In view of the fact that a Kindergarten is to be a part of the system the coming year, Dr. Mary Law of Toledo was secured for special work in that department.

—B. O. Martin was elected President; W. E. Randall, Member of the Executive Committee, and W. A. Hiscox, Secretary O. T. R. C., for the coming year at the recent session of the Lorain County Institute.

—Supt. H. H. Helter, of Wapakoneta has been appointed county examiner in Auglaize county.

—W. B. Greek, formerly a teacher in Williams County but for the past eight years a teacher in Alabama, has been elected superintendent at West Unity, Ohio.

—F. L. Doughton of Stryker is the new examiner for Williams County. Mr. Doughton is a graduate in the scientific course of the college at Ada, O., and is a teacher of successful experience.

—Supt. T. W. Shimp of Upper Sandusky, is now a member of the Wyandot County board of school examiners, having been recently appointed to that position.

—The excellent service of Supt. D. J. Schurr of South Solon as a member of the Madison County board of school examiners has been recognized by his reappointment for another term.

—W. H. McFarland has moved to Canton where he is principal of the South Market Street School of fifteen teachers.

—Supt. A. F. Waters of Georgetown, O., is the author and publisher of a very complete report book, known as "The New Century Pupil's Report Book," which is worthy of a large sale. The prices are within the reach of all: Single copy 2 cents; \$2 a hundred; \$16 a thousand. Orders should be sent to Supt. Waters at Georgetown.

—The many friends of the late Hon. Le Roy D. Brown, who was at one time State Commissioner of Common Schools in Ohio, will be

glad to learn that his son, Thomas Pollok Brown is making a good record in his work in the West. A few years ago he graduated from the State University at Reno, Nevada, and is now Principal of the Sixth Street School, Santa Monica, California. He is married and has a baby boy called Le Roy D.

—The Capital School of Oratory, Frank S. Fox, Principal, opened up its fall term in the Y. M. C. A. Building, Columbus, September 11, with a large attendance.

—Fulton County reports an unusually good institute with Miss Margaret W. Sutherland and J. Fraise Richard as instructors. H. A. Stoltz was reelected President, Miss Ella Snyder was reelected Secretary, and C. G. Miller elected a member of the Executive Committee.

—George P. Harmount after serving as superintendent of the Osborn schools for eight years, and after having been reelected, resigned to accept the superintendency of the Jamestown schools.

—H. V. Merrick, for many years superintendent at Cadiz, is now superintendent of the Boys' Industrial School, Lancaster.

—The Ottawa Institute is not large, but it is enthusiastic. The instructors were superintendents Ross of Fremont and Biery of Oak Harbor. Addresses were also delivered by Supt. Ockerman of Lakeside, and Prof. Bookmyer of

Sandusky. The following officers were elected: President, A. J. Garaty; Vice President, Mrs. Sarah R. Gill; Secretary, W. R. Richardson; Members of Executive Committee, Supts. Ockerman of Lakeside and Biery of Oak Harbor.

—O. G. Schoenlein has been called to Lima College to take charge of the Normal Department.

—The instructors in the Cuyahoga County Institute were Supt. W. W. Boyd, Painesville; Supt. Payne, Glen Cove, N. Y.; and Miss Abbie Roe, Ypsilanti, Mich. The officers for the coming year are H. H. Cully, President; Wells L. Griswold, Secretary; and F. P. Shumaker, Member of the Executive Committee.

—J. A. Cottrell of North Star has been appointed county examiner in Darke county.

—The attendance at the Van Wert county institute was large, and the interest in the work of Dr. J. C. Hartzler, Dr. Eli F. Brown, and Prof. Will S. Jones was marked. Dr. J. J. Burns was present one day and made an address which created great enthusiasm in the O. T. R. C. which was well organized early in the week with Principal C. M. Drury of Van Wert, recently appointed a member of the county board of examiners, as secretary. The following officers were elected: President, C. M. Carpenter; Vice President, Celina Ferguson; Secretary, Myrtle Kimmel; Executive Committee, I. F.

Alexander, John I. Miller, and J. L. Fortney.

—Supt. C. L. Dickey of Clintonville has been reappointed county examiner in Franklin county. He made a short visit to each of the thirty-nine schools under his supervision, in three different townships, the first week of school.

—The Massillon high school graduated forty-five last June, and admitted seventy-two at the opening of school in September.

—B. S. Davis, for several years past principal of the Campbellstown high school, is now superintendent of the New Paris schools. The schools opened up very promisingly in September, the only drawback being that caused by the serious illness of Miss Edwina Morrow who was chosen by the County Commissioners to take charge of the primary room, the board of education having failed to agree upon a teacher for that department.

—We are glad to know that so many of our readers who have arithmetic to teach are helped by the excellent solutions which are being published each month from Prof. Ed. M. Mills of Defiance. He is a master of the subject and knows how to make the hardest problem plain. Institute Committees who are seeking a first-class instructor in Arithmetic and other branches should write Prof. Mills at once.

—In the recent changes in the course of study for the high schools

of Columbus, we note that the Commercial Course is strengthened, Spanish added as an elective, Physical Geography changed to the second year, General History substituted for Greek, Roman, French, and English History, Solid Geometry required, and Mental Arithmetic and Commercial Geography added to the Commercial Course.

—The instructors in the Butler County Institute were Hon. Henry Houck of Penn., and Dr. Sanford of New York. The officers for the coming year are L. A. Miller, President; and S. L. Rose and S. P. Clawson, Members of the Executive Committee.

—The Executive Committee have decided to hold the next meeting of the Central Ohio Teachers' Association in Columbus on Friday and Saturday Nov. 2 and 3. Last year the meeting would have been held in Springfield but hotel accommodations were found to be inadequate and Dayton was selected instead. The Committee visited Springfield again some days since finding the new hotel completed but not open for business. Hence the decision to hold the meeting at Columbus. The Committee, of which Supt. H. A. Stokes of Delaware is chairman, are working upon the program and will no doubt have a feast of good things for the teachers of Central Ohio.

—The announcement of the Crawford County Fair contains fif-

teen pages of statements of premiums for different kinds of work from the pupils of the public schools of the county. It is encouraging that in many counties in the state recognition is thus being given to the educational interests.

—The enrollment at the Greene County Institute was large, and the interest good. The instructors were Dr. T. C. Mendenhall and Miss Lelia Patridge. The following officers were elected: President, Luititia Dillencourt; Secretary, C. C. Huntington; Executive Committee, D. H. Barnes, E. B. Cox, and Miss Harper.

—The business of the Crowell Apparatus Co., Indianapolis, Ind., is increasing rapidly, and their Physical Laboratory Cabinet certainly deserves a place in every school where physics is taught. On July 24, 1900, Supt. E. B. Cox of Xenia wrote the firm that the three Cabinets bought in Sept. 1898, were so satisfactory that two more were bought the following year. Note their advertisement in this issue, and write them for terms.

—Supt. W. G. Wolfe of Quaker City who spent the summer abroad, has been appointed a member of the Board of School Examiners in Guernsey County.

—Supt. G. W. Witham who is serving his twelfth year at Milford, at a salary of \$1200, has received his fourth appointment as school examiner in Clermont County.

—To those teachers who have a desire to attain a broader scholarship it will be interesting to know that the Teachers' Library Union of 324 Dearborn St., Chicago, have begun organizing their work in Ohio, offering courses in History, Literature, Science, Sociology and Pedagogy.

Their plan is somewhat unique, resembling the Chautauqua course in some respects, though offering a greater variety of books to choose from, thus enabling each member to have access to those suited to his individual capacity. Another important feature is that members are not required to purchase any of the books, they being furnished by this association and kept by some leading teacher or superintendent who gives them out to the members. By this method the cost of taking the course is only nominal.

No course can be organized at any place except there be at least ten members and no organization is attempted except through special representatives of the Union.

The earnest conviction of the promoters of this movement that teachers do not place high enough estimate on their ability to accomplish great results by home study was the fundamental cause of the plan's being organized.

Success in any line of work requires confidence in one's ability, together with opportunity and will power sufficient to exercise that ability to its fullest extent. The Teachers' Library Union attempt in a very commendable way to encourage a greater degree of confidence, supply the opportunity and stimulate the will to the highest attainments.

That this association has met with remarkable success is evi-

denced by the wide extent of their work and the high commendations from leading educators of the different states where their course has been organized. Any movement by which a teacher's usefulness is increased has our hearty approval. This we believe the Teachers' Library Union will accomplish for any one connected therewith through a membership. It therefore should be encouraged by every one interested in a higher degree of scholarship for teachers.

BOOKS AND MAGAZINES.

Minister Wu Ting Fang will present in the October "Century" "A Plea for Fair Treatment" in behalf of his fellow-countrymen. This is one of half a dozen articles in the same magazine, in which the Chinese question will be treated, directly or indirectly.

"The Story of a Young Man," by Clifford Howard, Elizabeth Stuart Phelps's new novel, "The Successors of Mary the First," "A Story of Beautiful Women," "Blue River Bear Stories," by the author of "When Knighthood was in Flower," are all begun in the October Ladies' Home Journal.

Timely as usual, the October "Atlantic" treats many pressing public questions both foreign and domestic. Ex-United States Minister Angell deals with the present Crisis in China, and John Christie writes about recent progress in far-off New Zealand. Kate H. Claghorn discusses Our Immigrants and Ourselves, Edward Stanwood argues for Voting by Mail, and Dean Briggs has a trenchant paper on some Old-Fashioned Doubts about modern educational methods.

THE OHIO EDUCATIONAL MONTHLY

NOVEMBER • 1900

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No. 11.

THE PARIS EXPOSITION—Continued.

BY W. W. BOYD.

We push on to the American Pavilion, which we now see so plainly down the river on the south side. It is a beautiful, white, four-story building, not pretentious in ornament, but massive and graceful in appearance. It is square, covering a space about ninety by ninety feet, and is surmounted by a dome capped by a bronze eagle. The lights are so arranged on the dome as to give it the appearance of a great crown similar to the lighting of the Administration building at Chicago. When we enter the building, we find that the floors above the first are not continuous across the building, but that they form balconies in front of rooms which are built around the walls, thus leaving a great central court reaching to the dome. The rooms of the building have been furnished by different states and

are used for reading, writing, and lounging of which we are quite ready to do our share. Below the first floor and toward the front of the building (the building faces the river) is a restaurant conducted in American style. The arrangement for this feature of comfort in all the foreign buildings is unique. Along the Seine, a strong stone wall has been built to protect the bank which is probably ten feet high. This bank has been leveled back for about seventy feet. Then the ground rises to another level twelve feet higher. Upon the edge of this terrace are built all the foreign buildings. They are built out over the edge so as to cover the level below. Then upon this level are conducted all the café and restaurants of the different nations. This lower level, being beneath the foreign buildings and the connect-

ing pavements affords a beautiful, shady walk of nearly a mile along the Seine. It is also a most interesting place to see foreigners. Every café has its special attractions. In some there are stages upon which performances of different kinds are given; but most of them merely provide music. Here is an orchestra of Swiss girls—one of them playing the zither with such skillful and graceful and rapid movements that we cannot pass without some notice. In fact, we wish we could stop right here and have the Fair brought to us. But the music has stopped and we wander on. Now we hear the violins of an Austrian orchestra. Beyond is a company of singers. Still farther along we are stopped by the melody which comes from thirty-five mandolins played by the Russians. Of course, each café is patronized chiefly by people of the nation that erected the building. This makes a double attraction as we pass along; for we get to see the foreigners in their native costumes, manners and customs. Most of these cafés are little more than drinking places. This may add to their popularity among the foreigners. At the American café is a good American soda fountain, which seems quite inadequate to meet the demands which are made upon it. It is not surprising to find that it is almost as popular among foreigners as it is among Americans.

We have wandered down to the Eiffel Tower. We have heard of it many times; but we have never formed an adequate conception of it. A photograph will not fully present it. Certainly a word picture cannot do it. There it stands in front of us—a graceful skeleton of iron towering above the earth nine hundred and eighty-four feet. We wish they had made it sixteen feet higher, so that it might be said that a tower had been erected one thousand feet high. The lower fourth of the tower consists of four arches, one on each side, strongly braced and joined together. Beneath these arches could be placed a large eight room school building. The sides of the tower curve from top to bottom, the rate of batter decreasing in the ascent, making the top much smaller than the base. This immense tower was one of the attractions of the exposition of 1889. It has three platforms, respectively one hundred eighty-six, three hundred ninety, and nine hundred four feet above the ground, to the lower two of which one may ascend by elevator or by stairways as preferred, but the upper platform is accessible to the public by elevator only. On the first and second platforms are museums, restaurants and curio stands. All about us here are wire chairs; so we sit down. Very soon a woman approaches us with tickets and begins a peculiar jabber. We do not understand her, but conclude

that she wants pay for the use of the chairs. Not knowing how much to pay, we offer a large piece of money and hold our hands for the change. When we have counted the change, we find that the use of the chairs costs us ten centimes each (two cents of our money), and we are given little tickets which will entitle us to the use of any chairs on the ground that day.

As we sit here our ears are as busy as our eyes carrying to our brains the images of the great exposition. We hear the waves of the Seine lapping the stone embankment. We hear the noises of boats as they ply back and forth. On a platform above us, three men are playing a most beautiful strain on French horns. The instant they cease the same strain is played in another key by three other men stationed about two hundred feet away. Then the third group still farther away takes it up. And finally the fourth group plays it. As soon as the fourth group has played, the first plays another strain, which is repeated in succession again by the others. The rapidity of the notes, the peculiar tone of the horns and the method of grouping affect us in a strange way.

The orchestras of the different cafés mingle their music. To our right is a brass band fairly rending the air. In one of the buildings near by some one is playing a piano. All about us men are hawk-

ing their wares, each one trying to shout just a little louder than the others. All sorts of peculiar sounds are emanating from the throats of the foreigners, as they converse in their different languages. Here is the high-pitched voice of the Frenchman; now we hear the rough, rasping sounds of the Russian; and there is the guttural voice of the German. The peculiar buzz of machinery is easily distinguishable. Now we have the rumbling sound of the moving platform and just beyond is the rapid whirr of the electric car.

The association of the eye and ear is very close. As twin companions they minister to the brain and the work of the one supplements that of the other.

We are looking under the arch of the great Eiffel tower—toward the south. We are looking into the hollow square formed by the main buildings of the exposition. At the farther end, about fifteen hundred feet distant, is the Electric building. It is almost a solid glare of light. Along the cornice of the buildings on each side, great streams of light lead down to the Electric building. As they converge upon this building, they seem to pour great fountains of light upon it, which rise in waves and graceful curves to a height of over two hundred feet above the centre of the building. While at the top of all are most brilliant arc lights which give to the whole effect the

appearance of a rich settings of diamonds in a large gold ring. But, as we look, suddenly a complete change takes place. The yellow lights have given way to red. The graceful curves are replaced by rectangular figures and fire seems to have engulfed the buildings. This continues for a moment and then green and blue and purple take their turns in dazzling our visions. No kaleidoscope ever made more rapid changes. In the center of the square a fountain has been playing. Now it enters into the field of the electric kaleidoscope with a constant variety of changes bringing before us a complete view of the solar spectrum, the light radiating from a center near the base of the fountain sending out great bands of color into the air for a hundred feet, forming in their combinations a gauzy fan. Over the entire scene, giving it a wierd and fascinating appearance is the black dome of the sky. The scene is beyond description.

While our attention seems to be wholly absorbed in this view, we nevertheless are conscious that immense throngs of people are surging about us. We are told that five hundred thousand people are on the grounds tonight to see the illuminations. About three hundred feet to the left of us is the Luminous Building, constructed of colored glass and so illuminated by electric lights that it seems to be a solid block of onyx. Statues, busts, monuments,

and stone carvings of all kinds are placed in every possible niche and space. To the whole arrangement, a most artistic effect is given, far surpassing our own exposition of 1893. The criticisms that have been made upon the French exposition have been most unjust and unfair. Here is a great exhibition which is worth many days study and which will furnish great entertainment and information.

Let us refer to the art palaces. Both are in themselves great monuments to art. They are white stone buildings erected as permanent additions to the city of Paris. The smaller one is dedicated to the history of French art up to the beginning of the present century and contains many interesting examples of tapestries, are objects, and furniture of the Henry IV., Louis XIII., Louis XIV., and other epochs. The larger palace is a marvel of beauty in its architecture, its mosaics, its statues, and its mural frescoes. It contains displays of modern art in paintings and sculpture. I know little of these things and have no ability to criticize. But this I know—as I stood before a large painting of Jean d' Arc clad in armor and mounted upon a charger, I could not tell whether the perspective was right or whether the hoof of the horse was in proportion to the leg, but I felt that I had never seen a more inspired face and it seemed to me that the old men and

women, the young men and women and the boys and girls who were kneeling about on the ground, looking with supplicating faces up into the noble face of the girl, were saying: "You will save us, won't you?" As I stood there watching, I became conscious that my eyes were moistening and I realized that the picture was having a most deep and peculiar effect upon me. But it was a piece of canvas only. Is that art? That is only one of a thousand pictures there which are worthy of the closest attention. All nations had offered their displays. Three large rooms were occupied by paintings from the United States; but it is just to say that in general our own artists have not yet reached the attainments which foreign artists show. With few exceptions, they do not succeed in producing that naturalness of life and scenery which the foreigners so faithfully present.

To go through the industrial and manufacturing buildings would be to view a panorama of fabrics, textiles, drugs, brushes, leather goods, plumbers' articles, carriages, glass ware, china, and every possible thing which the hand of man produces. In many things, the American far excels all competitors. This is noticeably true in electric machinery and appliances. As one reflects upon the methods of the productions of the various articles, it thrills him with pride not only to see that the American workman

is most skillful in his labor but also to know that he receives the highest wages for his efforts. Nothing is more evident to the traveler than the great advantage which labor of America has over all other labor of the world. Here it is a sharer in its own products. Everywhere else it is a contributor to the benefit of others. Comparisons at these international expositions only add new lustre to American citizenship, American government, and American production. Yet in viewing the French exposition, it is fair to admit that we carry our own ideals without a true understanding of the ideals of the Frenchman.

One of the most interesting matters of observation concerns the classes of American people who attend the exposition. There are the wealthy people who treat the expositions as a mere incident in a trip abroad. They visit it as a show just because it chances to be there. If it happens to present any striking features, they at once register their surprise.

Then there are the commercial classes—men who are hustling for business. They have keen eyes, sharp wits and know how to read men. They are looking for ways by which they may improve their products, for markets where they may offer their wares, and for methods by which they may compete successfully with the foreign merchants.

There are the students who take a keen interest in observing the progress of mankind, who are watching the developments which affect humanity. Notable among these are teachers. Many noble teachers have gone abroad this year because of a feeling that they might gain much that would add to the lives of their pupils. Many of them have spent a year's salary for the trip with no hope of getting more in return than the satisfaction that

they are making themselves useful to others. I met many teachers who, not only had spent their money for their trip, but had left dear ones at home for the summer, had encountered the dangers of travel and had risked their lives in exposure to sickness and disease. Forgive me for holding a belief, which I express in all humility, that more sacrifices for the benefit of others are made by teachers than by any other class of workers.

EATING.

BY J. A. CULLER.

The chief aim in the study of physiology is that we may be able to care for our bodies. An engineer who is well acquainted with the functions of every part of his engine can the better keep it from getting out of order and fix it when something is wrong.

It seems to me that eating is one of the most important subjects in physiology and hygiene. I may in this article go a little contrary to some of the copyrighted statements of the physiology but if I am wrong I am open to conviction.

How one eats is a matter of very little importance as far as health is concerned, but how food is prepared and how much one eats is of the utmost importance. We hear

a good deal said about mastication, about mixing the food thoroughly with saliva and chewing it well before it is swallowed, and while we do not condemn this, we claim that too much attention is called to this matter to the neglect of matters of vastly greater importance. The mouth is only a part of the stomach or we may say that the stomach is one part of the mouth and since nature always tries to adapt its organisms to the conditions in which they are placed it is very natural that the saliva in the mouth should have slight digestive action in converting a small part of the starch to sugar. It does not follow therefore that we should set about to turn our mouths into full

fledged digestive apparatuses. It is plain that the object of saliva was to moisten the food so that it could be easily swallowed. Most civilized people could get along quite as well without any saliva as far as eating is concerned.

The dog and horse secrete an abundance of saliva but it has no effect in changing starch to sugar as it has in man.

If all the children would act upon the advice of some teachers of physiology who so ardently insist upon *insalivation*, it would be found in the course of a few generations to come, that nature was beginning to adapt herself to this new condition, that the secretory ducts which now line the intestines have been raised to the region of the mouth, that by and by food need only be taken into the mouth and chewed awhile and then ejected without being swallowed, and the stomach and intestines become one vast vermiform appendix.

Again we are told that we should chew our food for a long time that it may be ground up into fine particles and thus will be more easily digested after it is swallowed. There is some truth in this claim if one is willing to make a grist mill or sausage grinder of his jaws. The teeth were at one time a great service to man and he might be placed in such a condition that they would be of great service yet, but with civilized man teeth are becoming less and less necessary and the time is ap-

proaching when the teeth will never get through the gums. It is a general principle in physiology that when any part of the body is used a great deal, a great deal of blood will flow to that part and it will be greatly nourished and developed. If any part is not used it will dwindle away for lack of nourishment. This is the fundamental principle in physical exercise and treatment by massage. Ruminants at the present day have front teeth but they do not come through the gums. These teeth are now merely rudimentary but were once necessary and of great use and have dwindled away only from disuse.

The eye teeth in man have wasted away to a mere suggestion of what they once were. At a time long ago these teeth were long and a means of defense but now they are rudiments for man knows a better way of looking after his interests. In some animals these teeth have been raised higher and higher till they are now horns on the top of the head and can be used to a greater advantage as a means of defense.

The wisdom tooth in man is no longer of much advantage. It does not appear till later in life and then is subject to early decay. There seems to be a shortening of the lower jaw bone in man so that there is not room for all the teeth and a dentist is often called upon to extract a tooth or two to make room for the others.

We are speaking of teeth here only in reference to their use in grinding food. There are other considerations that may make it very desirable for one to have and preserve a good set of teeth. Beautiful teeth add to one's personal attractiveness, though it is by no means certain that one would not be just as handsome without teeth after we once got used to it. Teeth are also a valuable assistance in the production of articulate speech, but this is true of us only because we have from our youth learned to rely upon their assistance. As long as man has teeth he carries about with him the marks of a lower animal, and our teeth have been leaving us and will continue to leave us just in proportion as we make advance in civilization. If all teeth should suddenly be taken from us at the present time we would no doubt experience great inconvenience because we have not yet learned how to *cook*.

Now, if what I have said above seems peculiar to any one, I would say that I have put a plain truth in that form only that I may more effectively say a word in favor of *scientific cooking*. I am aware that a great deal of fun has been made of the cooking schools that have endeavored to teach this great art but I am also aware of the headway this art is making notwithstanding the failures and excesses which might at first be expected. The intense interest in the depart-

ment of cooking at the World's Fair in Chicago, conducted by Mrs. Rover, is an evidence that people are willing to learn the best way of preparing fuel to supply the energy needed by the body, if someone will show them how. This art is now being rapidly introduced into our public school system and is being taught at public expense as it should be, for nothing is so conducive to public health, morality, and well being, as proper feeding. What is eating? One evening after dark I was so placed that I could look through a large window into a well-lighted dining room where twenty people were seated at one table eating. I could hear no sound from the room, and it was amusing to watch the food being rapidly lifted to twenty hungry mouths. It was a sight which would furnish to any one a text for considerable thought. These people were simply, as an engineer would say "firing up." Every act of body or mind is made at the expense of a definite amount of energy which must be obtained from some source outside of one's self. The engine is fed with coal of such kind and in such form that its energy can be most easily extracted and converted into the energy of steam, and, just so, the food we eat should be so prepared that its energy can be most easily appropriated both for growth and work. In this is the reason for proper cooking. It will not do to rely on

the saliva and teeth to counteract the bad effects of poor cooking. The cook should do all the chewing before the food is served on the table. It is not necessary that a cook be an original investigator in physiology. Much close observation has been made on the result of different preparation of foods and these have been verified and written down in books so that any one who wishes may learn them. During the civil war a man was shot through the stomach; the wound healed but an opening was left from his stomach out through his side. Through this orifice the doctors could look into the stomach at work and could from time to time take out a portion of its contents for examination.

Dogs are frequently used for this purpose, an incision being purposely made into the side in through the walls of the stomach. A silver tube is inserted in this opening and the wound heals about it without any particular inconvenience to the dog. This tube is kept corked except when examination is to be made. When the dog is digesting his food he can be turned up like a jug and the progress of digestion observed. Suppose, for example, we are trying different preparations of egg. Have the dog swallow the white of the egg as it comes from the shell and it will be found to dissolve very slowly in the stomach. Now feed him the same boiled, and it will dissolve more

rapidly. Then beat up some of the same and it will dissolve quite rapidly in the presence of the gastric juice. This would plainly show that an egg omelet is a much more desirable preparation than either boiling or frying. Suppose we try pie crust. A little reflection ought to show what we might expect; pie dough is composed of particles of starch with a coating of grease. It is a dead weight through the whole tract of digestion. A fireman would be just as reasonable who would first cover each nut of coal with a coat of fire-clay and shovel this into the fire-box with the expectation of getting up steam. A great many facts of this kind are known and we are not urging that people find out more of these facts but that they try to apply those already known. The cooking of the future will be of such a character that digestion will all be accomplished in the stomach and intestines and the mouth will be assigned a higher function in life.

Many evil effects result from over-eating. Too much coal in a firebox is less effective in getting up steam than too little. Some eaters seem to think that they should continue to cram their stomachs until they are overcome with nausea. A better method is that of the man who had lost all appetite and ate at a fixed rate for fifteen minutes with his watch by his plate. Or of the man who regulated his eating by the hole in his

belt. The Romans had a way which might be practiced with great profit by some of our modern eaters. When a Roman was invited out to several social functions on the same day at each of which he would be expected to eat heartily, he would carry with him an emetic so that on his way to the next house he could vomit up what he had last eaten and so not disappoint his next host.

We have now a number who use a stomach pump, but only after nature has rebelled and forced them to it as a relief from torture.

When cooking is correctly done the danger from overeating will be lessened, but the evil will not be entirely corrected till the gluttons are all dead.

A good plan for a man who is not engaged in outdoor labor is to leave the table with a feeling that he would relish a little more.

It frequently happens, for obvi-

ous reasons, that the most hygienic eating is found in the homes of the moderately poor. The rich are next best in this respect and the man with a fair income is the worst of all.

It does not, fortunately, require much money to satisfy the demands of good eating. It is gratifying to note that president Harper of the Chicago University has announced that he is going to try in his own family the experiment of living on three hundred dollars a year. This will be no new thing as far as the fact is concerned, for many a man from necessity has kept up a table for a much larger family for less money, and yet it will be a happy day for all when those who can afford more expensive eating will for the sake of their families and communities insist upon the proper cooking of the cheaper but equally nutritious foods.

SOME CONVENTION THOUGHTS.

BY N. COE STEWART.

The Ohio Music Teachers' Association will hold its next annual meeting in Cleveland during the holiday week in December.

While it is very desirable that every music supervisor, every school music teacher, every private teacher of voice, of piano, etc., in the state should be advised of the meet-

ing, and also of the necessity of his presence and co-operation, that he may enjoy the fine recitals, grand concerts, the essays, discussions, etc., and bear his part in the reforms proposed, yet may I make a suggestive word in the premises, and to the school superintendents and the leading educational spirits

throughout the state, respecting conventions?

Although the Cleveland meeting is announced as a Music Teachers' Convention, yet the presence of school superintendents, school principals, clergymen, church music committees, etc., is also earnestly desired and requested.

These parties may do valuable service for the cause of music, and receive in return much help in the management of their work.

Respecting Educational Conventions in general, it may be remarked that many who should do so, fail to attend, and that the department meetings are rarely attended by superintendents, high school, and other principals, and not always by members of the particular department. When a paper on a special topic is "read before the general association," empty seats and not living beings are mostly the auditors. Yet the education and assistance of these very superintendents, high school, and other leading teachers is eminently desirable.

This is certainly not because these parties do not wish to have, to be, and to do the best, for grander people do not live; but it is, may I say it, because they do not realize how valuable they are, because after all they do not have correct ideals of "Music in Education," and "Music's Uses in the School-room." Their notions are built up from what they have seen and

heard of music teaching in school, music in the family, the church. They do not seem to consider that what they have seen and heard may have been and likely was below what should and might be, and therefore their conclusions are wrong. They seem to forget that in many things education is in its infancy, that higher ideals should not only be sought but are the result of good teaching, that in making the "new earth," constant study of new and old things and ways is a necessity, and that a most potent influence should be these same educational leaders.

Again, there seems to be forgetfulness of the fact that each unit is a part of a larger unit, and that the perfection of the larger unit depends upon the smaller units that comprise it. Should there be a weak study in the curriculum of any perfect school? Should not the teacher of each branch of study desire and endeavor to promote the best work in all departments of the school? Who should be more interested than superintendents, principals, and other school officers? Are not conventions purposed that discussions, consultations, and experiences, may lead to better ideals, manner of obtaining the best results, more knowledge of the efficiency and working of all parts of the school machinery, and a general vitalizing of all forces?

Is it not of greatest importance

among music teachers that layers of the musical foundation in the public schools shall be interested in the quality of the private teachers the pupils have and are to have? Does it not concern the private music teachers what kind of teacher is laying the musical foundation in the public schools? Are not all interested in what their pupils shall

do in music? Hence all teachers should be interested in every department in music, and should attend all sessions, and feel that as a unit in the association, each one must attend its meetings, and give and receive all that he can to the end that the interests of himself, the other members, and the cause of music may be best promoted.

ART IN THE PUBLIC SCHOOLS.

BY CARRIE O. SHOEMAKER.

Early in April of the current year small circulars announcing an Art Exhibition, to continue for a week, proceeds to be used for decorating school rooms, were distributed in St. Marys. The said exhibit to consist of one hundred and fifty famous pictures from The Helman-Taylor Art Company, and a large local collection. In addition to the attraction of the pictures interesting programs were arranged for the afternoons consisting of music, recitations, and talks on art. The latter comprised such subjects as Alma Tadema, Rosa Bonheur, "Visit to the Louvre," "Aurora," and Millet.

The effort was a success in every particular. About fifty dollars were cleared on the exhibition, and fifty raised by subscription.

The Chesterville school, a brick building of three rooms, has lately

been filled with beautiful large pictures, the gift of the Rev. Frank Gunsaulus in memory of his father the late Hon. Joseph Gunsaulus, a prominent citizen of Chesterville.

The collection contains a wide range of subjects and is valued at one thousand dollars. A number of the pictures are elegant oil paintings.

The teachers and pupils received the pictures with a hearty welcome, and the next day after they were hung, gave a reception which will not soon be forgotten by the many who were there.

Owing to the efforts of the superintendent, teachers, and patrons of the public schools in Mansfield about five hundred dollars worth of pictures has been placed in these schools. In addition to the pictures on the walls there are portfolios of smaller pictures which are

intended largely to illustrate geography and history.

This effort to put good art into the schools was begun two years ago and will be continued as time goes on.

In several places individual clubs have generously aided in the work by giving pictures to the schools in their respective towns.

The Friday Morning Club in Hillsboro has given a fine copy of "The Sistine Madonna," and the Froebel Club in Columbus a copy of that wonderful "bit of nature and life," "Ploughing in the Nivernais," to the Fieser school. While the Monday Class in Glendale has raised money enough to buy a number of pictures.

O. T. R. C. DEPARTMENT.

MACAULAY.

By J. J. Burns.

As in our literature this year there is a choice between two great English writers it seems fitting to invite one of them to say a few words to introduce the other.

When Lord Macaulay died, Thackeray wrote an appreciative "little sermon," as he called it, and therefrom I quote a few sterling sentences. To the essay on Milton we can turn to see how true the first one is: "Take at hazard any three pages of the Essays or History, and, glimmering below the narrative, as it were, you, an average reader, see one, two, three, a half-score of allusions to other historic facts, literature, poetry, with which you are acquainted."

Now for a moment Thackeray sits in the teacher's chair:—"Why is this epithet used? Whence is that simile drawn? How does he

manage, in two or three words, to paint an individual or to indicate a landscape?" Then, resuming: "Your neighbor, who has his reading, and his little stock of literature stowed away in his mind, shall detect more points, allusions, happy touches, indicating not only the prodigious memory and vast learning of this master, but the wonderful industry, the honest, humble previous toil of this great scholar. He reads twenty books to write a sentence: he travels a hundred miles to make a line of description." In which confident extravagance Thackeray reminds one of the man he lauds so highly. "The critic who says Macaulay had no heart might say that Johnson had none. * * * Those who knew Lord Macaulay knew how admirably tender and generous and affectionate he was. It was not his business to bring his family be-

fore the theatre footlights, and call for bouquets from the gallery as he wept over them." Lowell probably was translating when he wrote:

I come not of a race
Who hawk their sorrows in the
market place.

The whole of this beautiful tribute is found in English Classics No. 50, entitled Roundabout Papers, wherein upon nine tender pages Thackeray speaks of two great authors recently gone from time, Macaulay and Irving, and saying of either *Nil Nisi Bonum*. In several of his essays Macaulay has freed his mind upon the subject of historic writing.

He would make history a union of fact and fiction, of poetry and philosophy; yet these elements should be so fitted together as to leave a lasting truth in the reader's mind. He would have the writer of history soar with the imagination of Scott, after he had dug with the patience of Hallam. In his essay on History Macaulay wrote: "At Lincoln Cathedral there is a beautiful painted window which was made by an apprentice out of the pieces of glass which had been rejected by his master. * * * Sir Walter Scott, in the same manner, has used those fragments of truth which historians have scornfully thrown behind them, in a manner which may well excite their envy.

He has constructed out of their gleanings works which, even considered as histories are scarcely less valuable than theirs."

MACAULAY'S MILTON.

The editions of this famous essay are many and some of them are excellent. I earnestly advise every reader of it to use a well edited edition and go with care over the preface and the introduction. Many years ago it was my fortune to give a local habitation upon one of my modest book-shelves to two pretty large greenish volumes, named upon the cover Macaulay's Essays. Upon these brilliant pieces, dotted all over with literary and historic illusions, as Thackeray truly says, not a penful of learned ink had been shed in helpful annotation, and preliminary matter there was none.

I regret that I did not have at hand such material as is now supplied by the editors upon the many trips I took over my favorite essays. These were Hastings, Clive, Chatham, Milton, Addison, Johnson, Bacon. I should add others now to this short list but not strike off one.

In what I may write under the heading given I must, of course, try to avoid things touched upon in the special editions so far as they are on my shelf, but I hope to furnish something acceptable in the form of questions, and comments of a mildly supplementary

kind, the "comments" mainly to follow in No. 2.

SPIERINGS INTO MEMORY.

1. By what reasoning does Macaulay reach the conclusion that no poet ever triumphed over greater difficulties than Milton?

2. Macaulay's definition of poetry.

3. Versification in a dead language illustrated by what Metaphor?

4. Write correctly the names of Milton's minor poems.

5. Essential unlikeness of the ode and the drama.

6. To what poem does Macaulay compare *Paradise Lost*? What contrasts in style?

7. One potent cause, according to Gibbon for the rapid spread of Christianity.

8. What poet wrote the brief, familiar characterization of "three poets in three distant ages born etc."? Name them.

9. Under what conditions was *Paradise Lost* written?

10. Milton's political principles.

11. Macaulay's defense of the Great Rebellion—Comparison with the English Revolution.

12. Hume's defense of Charles I.

13. How can a people learn to erect and maintain a free government? What evils attend newly acquired freedom? Cure?

14. Upon what ground does

Macaulay condemn the "taking off" of Charles? How does he excuse Milton for defending it?

15. England's constitution given by Cromwell.

16. The Evil days of Charles II.

17. The character of the Puritans? What habits were "fair game for the laughers"? The source of their contempt for earthly distinctions? The source of their unbending pride?

18. Some good traits of the Royalists.

19. Opinion of Milton's prose writings.

20. Macaulay's fancied visit to Milton.

BIBLICAL QUOTATIONS OR ALLUSIONS IN MACAULAY'S MILTON.

I believe that this running outlook is worth the making.

If there is not a long file of errors of inclusion and of exclusion it is due to the old-fashioned Sunday school and a fairly retentive memory. I do not give hiding to a doubt that there are errors in the following citations, especially of the second sort named. 'Will fresher readers not scan the list, verify and name the location and supply omissions? Then some one send me the criticism. Of course no concordance or other' "pony" should be used.

The figures number the paragraph.

1. A straggling gleaner etc. 20.

2. Give up their dead. 22.

3. Must first become a little child. 17.
4. The song of our country heard in a strange land. 23.
5. Deity embodied in a human form. 38.
6. A land of darkness * * where the light was darkness. 44.
7. It is the nature of the Devil of tyranny to tear and rend etc. 66.
8. Neither blindness, nor gout, nor age, nor penury etc. 45.
9. Loosed the knees of the oppressors etc. 49.
10. The final fruits of liberty are etc. 68.
11. Sect raved against sect. Party plotted against party. 76.
12. Driven out to wander on the face of the earth. 77.
13. He that runs may read—Tender Mercies. 79.
14. The Book of Life—Ministering angels—houses not made with hands—crowns of glory—heaven and earth should have passed—the sun had been darkened etc. 81.
15. Neither part nor lot. 82.
16. Doubting Thomases etc. 84.
17. He cried in the bitterness of his soul that God had hid his face. 82.
18. Hating tyranny with a perfect hatred. 86.
19. Weighed in the balance etc.—Image and superscription—The faith which he so sternly kept. 93.

LESSON STORY.

By Ruric N. Roark.

I have said all I can say about the Lesson, in the two chapters on that theme in "Method in Education," so what I shall say in this article will be merely a variation or amplification of what I have already written. Since "intensity is inversely as extensity" I shall use my space this month to re-emphasize just two rules of the lesson, (pp. 67, 69).

The teacher should, as far as possible, dispense with both textbook and notes while conducting a recitation.

I call especial attention first to the distinction that exists between "hearing a lesson," and "conducting a recitation." Any parrot can hear a lesson. A well loaded phonograph could do nearly as well as some ill-prepared youths and maidens who draw the salary and sit through the day with a book in hand, asking questions off its pages, and looking thereon to see whether a correct answer has been given. "To hear a lesson," the use of the open book in hand is necessary; to conduct a recitation the book must be laid aside. Anyone who can read with a tolerable degree of understanding can hear lessons; only those who have some permanent and fairly well ordered

knowledge can conduct a recitation. And the ability to dispense with the open text-book is the best test of the minimum amount of knowledge requisite to the proper handling of the recitation. Any one who assumes to teach should have a "liberal" education, in the true sense of the often misused word "liberal." The education should be sufficient to give freedom, to make the teacher free—free from the tyranny of the text-book, free to ask his own questions, free to judge of the correctness of the answers thereto, free to crack a joke once in a while, free to laugh with his pupils occasionally. These things the teacher whose energies are "cabined, cribbed, confined" within the stingy limits of the text-book can never do. If you go into a dark room with only a wax match for light, you must walk carefully, groping a way about among the obstacles to progress. If there is a blazing arc light in the room, you find your course easily and without hesitation. The teacher who goes into the recitation with so little knowledge that he must constantly supplement it by reference to the open book in the presence of the class has literally to grope his way about in the subject—he has no freedom of movement. The one who knows enough about the subject to dispense with the text in the presence of his pupils has the arc light, or something approximating it, and

can move with ease and comfort in and out among the difficulties of the lesson.

The teacher who screws up his courage to lay aside his book while facing a class will feel at first as the poor swimmer does when he suddenly finds himself out of his depth, or when he has to let go his supporting board. The poor teacher flounders, and gasps, and splutters about hopelessly, but he soon gains confidence and then most thoroughly and for the first time really enjoys his class exercises. There can be no enjoyment of one's work where the knowledge is so scant that the book must be referred to after each answer. One of the first things a young teacher finds out for himself is that a reciting knowledge of a subject is far short of a teaching knowledge of it. He may have made a "grade," when he himself was a student in school, of 100 per cent in a subject, but when he comes before his class for the first time to handle a recitation in that subject he will clutch at his text-book as a drowning man at a rail, and is desperate if he has to let it go. The first good result, then, of dispensing with the text-book during recitation is that the teacher is thus forced to master his subject, to get a real working, teaching knowledge of it.

A second result is a great increase of confidence in the teacher and his power, on the part of the pupils. The teacher has no right

to ask the pupils to do what he himself cannot do—recite without looking on the book. If the teacher shows easy familiarity with the subject it not only inspires the pupils with respect for him, but also quickens in them an ambition to be able to know as much. Pupils who are accustomed to the “text-book teacher” may not stop to formulate the feeling, but they have it nevertheless, that the teacher does not know any more about the lesson than they do themselves. Dr. White, in his admirable “School Management,” makes a strong statement of the fact that scholarship on the part of the teacher is one great aid to good discipline in the school.

Another result of laying aside the book in recitation is that free way is given for the inter-flow of the currents of personality—personal magnetism, “psychic influence,” call it what you choose—between the pupils and the teacher. I fancy I hear someone say at this point, “rot.” And I admit that what I have just said does sound a little like an extract from the dissertation of a faith-healer, christian scientist, or somebody of that ilk. But at the same time the truth of it can easily be tested by every one who has sat under the text-book teacher and then under the no-text-book teacher. The same thing is apparent when a minister reads a manuscript instead of delivering his message hot from the heart, [or

uncorked from the memory. B.] Who ever saw an evangelist deliver a written sermon? How many conversions would he get? Now, the teacher is an evangelist in the truest sense and he must convert all his pupils every day—from ignorance to knowledge and the love of it.

The other rule to be emphasized is, “The whole recitation should be conducted for the benefit of every member of the class.”

This rule is almost as frequently violated as is the other, and although the consequences are not so bad, yet they are bad enough. Too frequently the recitation is carried on as if what any given pupil is saying about the matter in hand is merely a little private affair between that pupil and the teacher, an affair in which the other members of the class are not supposed to have any interest or concern. On the contrary, each pupil in the class should be trained to hold himself responsible for every answer made by any other pupil. It is well, frequently, for the teacher to interrupt the recitation of a pupil and call upon some one else to complete the statement or to amplify the answer.

This rule is especially applicable in all black-board work. Each pupil should be required to explain fully whatever exercise he has placed on the board, and no pupil—as a rule—should be permitted to enter upon an explanation until

the whole class, except himself, are seated and ready to give close attention. A crying evil under the sun is to require a pupil who does work on the board to stand up by that work until he has explained it. It is a pedagogical, often a physiological, and therefore a moral, crime to require a pupil who has finished his own particular exercise to stand up a half hour or more, longer, until his turn comes to explain. The teacher should make it a rule to require a pupil to take his seat as soon as he has finished his exercise, and not to permit anyone to explain his exercise until the whole class are seated and at attention.

I sincerely believe a careful observance of these two rules of the recitation will increase its efficiency twenty to seventy-five per cent.

SUGGESTIVE QUESTIONS ON OMAN'S ENGLAND IN THE NINETEENTH CENTURY.

CHAPTER IV. FROM THE FALL OF NAPOLEON TO THE GREAT REFORM BILL. 1815-1832.

1. Contrast England before and after the war with Bonaparte in politics, morals, religion, literature, population and commerce.

2. Account for the period of distress which followed the war in both country and city.

3. What was the policy of the government during this period?

4. What was the Cato Street Conspiracy?

5. What important reforms were brought about in this period?

6. What was the "Holy Alliance?"

7. What was England's attitude toward this "Alliance?"

8. What can be said of Wellington as a politician?

9. Give the history of Catholic Emancipation in this period.

10. Why was Parliamentary Reform so much needed at this time? Describe the agitation which led up to it.

11. Give the history of the passage of the Reform Bill. What were its main provisions?

CHAPTER V. FROM THE GREAT REFORM BILL TO THE CRIMEAN WAR. 1832-1854.

1. What were the results of the passage of the Reform Bill?

2. Give an outline of the "Poor Laws" of England from 1601 to 1834.

3. Give date and history of the abolition of slavery in England's colonies.

4. What was the "Tithe War?"

5. Give the date of Queen Victoria's accession to the throne, and her chief characteristics.

6. Describe the "Chartist" Agitation.

7. What change in the name of the Tory party in 1841? Who was the leader?

8. What important laws were passed in 1842 and 1844?

9. Describe the Famine in Ireland.

10. What caused the defeat of the Conservative Party in 1846?

11. What brought so many Irishmen to the United States in 1846 and 47?

12. Describe Smith O'Brien's Insurrection.

13. What was England's attitude toward Europe in the troubles of 1848-9?

14. What interpretation was given by some to the success of the International Exhibition of 1851?

15. What changes took place in France in 1851-2? In England?

**SUGGESTIVE QUESTIONS ON JUD-
SON'S EUROPE IN THE NINE-
TEENTH CENTURY.**

**PART II. THE REACTION AND THE
SECOND REVOLUTION.**

1. Compare the first and second revolution.

2. Name and give dates of the three great congresses in European diplomacy.

3. Give a general summary of the work of the Congress of Vienna?

4. Who was Count Metternich, and what was his predominant idea?

5. Describe his educational policy and its effect on the people.

6. What caused the Spanish Revolution of 1820?

7. What effect did the announcement of the Monroe Doctrine have upon Europe?

8. What were the main provisions of the French Charter of 1814?

9. What caused the Revolution of 1830 in France?

10. Who was Louis Phillipe? Describe his character and the conditions under which he became king.

11. What was his policy?

12. Describe the removal of Napoleon's body.

13. What was the cause of the Revolution of 1848? Results? What is this Revolution sometimes called?

14. Describe the "National Workshops" established under the new government.

15. What were the provisions of the Constitution of 1848?

16. Who was chosen President of the new Republic? Why?

17. What effect did the Revolution of 1848 have upon Europe?

18. Describe the attempts of Germany to secure National Unity in 1848 to '50. What influence prevented it?

19. What was the "Schleswig-Holstein Question?"

20. What races and religions existed in Austria in 1848?

21. Who was Louis Kossuth? Describe the Revolution he led?

22. Describe the Revolution of 1848 in Central Europe.

23. Describe Italy as it really is.

24. Name some of the great men of Italy.

25. Locate and describe the Republic of San Marino.

26. What was the condition of Italy before the French Revolution? Under Napoleon?

27. Trace the growth of the idea of Italian Unity.

28. What was the outcome of the Revolution of 1848 in Italy?

29. Describe the events leading up to the re-establishment of the Empire in France, under Louis Napoleon, in 1852.

HELPS, HINTS AND SUGGESTIONS.

NOVEMBER.

"Yet one smile more, departing distant sun!

* * * * *

Yet a few sunny days, in which the bee

Shall murmur by the hedge that skirts the way.

* * * * *

Yet one rich smile, and we will try to bear

The piercing winter frost, and winds, and darkened air."

In ancient Rome November was the ninth month of the year and had thirty days, later it had only twenty-nine, and still later Julius Cæsar gave it thirty-one. It was made the eleventh month both in Italy and England in 1752. November was a most important month in the religious ritual of the Romans. In the Roman Catholic ritual will be found on November first, All Saints' Day; on November second, All Souls' Day; on November eleventh, St. Martin's Day; on November twenty-first, Presentation of the Virgin; on November twenty-second, St. Cecelia's etc. The Anglican church has retained but two November feasts All Saints' and St. Andrew's. Among the

Saxons provision for winter was made by a general slaughter of cattle and the month was called *Blot-monath*, 'blood month' on account of it.

In America the only festival observed in November by all classes and religious denominations is Thanksgiving Day. In 1621, 1623 and 1632 the Plymouth Colony appointed a day of thanksgiving in gratitude for the first harvest, for rain after drought, and for supplies from England. There is evidence that this day of thanksgiving was an annual observance with but little interruption after 1632 in New England.

The regular observance of a national thanksgiving day began under President Lincoln in 1863. Custom has fixed the last Thursday in November as the time.

A THANKSGIVING PROGRAM.

By Margaret W. Sutherland.

The program that follows is designed for a country school, but suitable selections can be made from it for graded schools. Some references will be given which will help those teachers who have access to libraries, to make a com-

plete program for various grades of city schools. I should suggest to teachers of seventh and eighth grades that they add to what is here given "The Pumpkin" from Whittier, the reading of "Ezra's Thanksgivin' out West" from Eugene Field's "Profitable Tales," and "The Origin of the American Thanksgiving Day." The latter can be found in the November number of the OHIO EDUCATIONAL MONTHLY for 1898, or in an article on the subject in Larned's "History for Ready Reference and Topical Reading." In the number of the MONTHLY mentioned will be found a good deal of material to supplement programs needing more than is given in this issue.

For the intermediate grades, another suitable selection is Bryant's "Twenty-second of December." "The Landing of the Pilgrims" may be taught to pupils of almost any grade. I have known it to be greatly enjoyed by little people in their first year of school life when they recited it in concert. At the same time it is appropriate for older pupils.

For readings by pupils in the second, third and fourth years the November selections in Wilson's "A History Reader for Elementary Schools" are excellent. The teacher of the little ones can find two very pretty Thanksgiving stories,— "Thanksgiving at Hollywood" and "Grandma's Thanksgiving Story" in a book published by the Milton

Bradley Co., called "Half a Hundred Stories for the Little People."

HYMN OF GRATITUDE.

(To be sung or recited by older pupils.)

When all Thy mercies, O my God,
My rising soul surveys,
Transported with the view, I'm lost
In wonder, love and praise.

O how shall words with equal
warmth.

The gratitude declare
That glows within my ravished
heart!

But Thou canst read it there.

Unnumbered comforts on my soul
Thy tender care bestowed,
Before my infant heart conceived
From whom these comforts
flowed.

Ten thousand thousand precious
gifts

My daily thanks employ;
Nor is the least a cheerful heart,
That tastes those gifts with joy.

Through every period of my life,
Thy goodness I'll pursue;
And after death in distant worlds,
The glorious theme renew.

Through all eternity, to Thee
A joyful song I'll raise;
For, oh! eternity's too short
To utter all Thy praise.

—Joseph Addison.

THANKSGIVING EVE.

(For fifth year pupils.)

Hand in hand through the city
streets,
As the chill November twilight
fell,

Two childish figures walk up and down—

The bootblack Teddie and sister Nell.

With wistful eyes they peer in the shops,

Where dazzling lights from the windows shine

On golden products from farm and field,

And luscious fruits from every clime.

“O Teddie,” said Nell, “let’s play tonight

These things are ours, and let’s suppose

We can choose whatever we want to eat.

It might come true perhaps—who knows?”

Two pinched little faces press the pane,

And eagerly plan for the morrow’s feast

Of dainties their lips will never touch,

Forgetting their hunger awhile, at least.

The pavement was cold for the shoeless feet,

Ted’s jacket was thin; he shivered and said,

“Let’s go to a place and choose some clothes.”

“Agreed,” said Nell, and away they sped.

To a furrier’s shop, ablaze with light,

In whose fancied warmth they place their hands,

And play their scanty garments are changed

For softest fur from far-off lands.

“A grand Thanksgiving we’ll have” said Nell.

“These make-believe things seem almost true;

I’ve most forgot how hungry I was, And, Teddie, I’m almost warm, aren’t you?”

O, happy hearts, that rejoice today In all the bounty the season brings,

Have pity on those who vainly strive

To be warmed and fed with imaginings.

—The Congregationalist.

THANKSGIVING THOUGHTS.

(For little children.)

For all your blessings, little ones, How thankful you should be;

For papa’s, mamma’s loving care, For friends, for country free,

For food, for clothing and for home,

For sunshine and for rain, For flowers which make the world

so bright, For fields of ripened grain,

For merry birds, on tree and bush, Whose songs we love to hear,

For snow that keeps the flowers warm,

All through the winter drear, For fruits and nuts now put away,

In storehouse and in bin, That in the joyous harvest time,

Were gayly gathered in. And oh! above all other things,

You should so thankful be, For health and senses to enjoy

These blessings rich and free. —Selected.

QUOTATIONS.

(To be given by older pupils.)

Not what we give, but what we share,

For the gift without the giver is bare. —Lowell.

He's true to God who's true to man;
 wherever wrong is done,
 To the humblest and the weakest
 'neath the all-beholding sun,
 That wrong is also done to us; and
 they are slaves most base,
 Whose love of right is for them-
 selves, and not for all the race.

—Lowell.

A blessing is flowing abroad and
 scattered far and wide
 Over the earth, to be gathered up
 by all who choose.

—Hawthorne.

I count this thing to be grandly
 true,
 That a noble step is a step toward
 God,
 Lifting the soul from the common
 sod
 To purer air and a broader view.

—J. G. Holland.

Let all the ends thou aim'st at be
 thy country's,
 Thy God's and truth's.

—Shakespeare.

THANKSGIVING DAY.

(For third year pupils.)

Over the river and through the
 wood
 To grandfather's house we go.
 The horse knows the way
 To carry the sleigh
 Through the white and drifted
 snow.

Over the river and through the
 wood—

O, how the wind does blow!
 It stings the toes
 And bites the nose,
 As o'er the ground we go.

Over the river and through the
 wood,

Trot fast, my dapple gray!
 Spring o'er the ground

Like a hunting hound,
 For this is Thanksgiving Day.

Over the river and through the
 wood,

And straight through the barn-
 yard gate.

We seem to go

Extremely slow—

It is so hard to wait!

Over the river and through the
 wood—

Now grandmother's cap I spy!

Hurrah for the fun!

Is the pudding done?

Hurrah for the pumpkin pie!

—Lydia Maria Child.

A SONG OF KING DAVID.

(Concert Recitation.)

O come, let us sing unto the Lord.

Let us make a joyful noise to the
 rock of our salvation.

Let us come before His presence
 with thanksgiving, and make
 a joyful noise unto Him with
 psalms.

For the Lord is a great God and a
 great King above all gods.

In His hands are the deep places
 of the earth.

The strength of the hills is His also.
 The sea is His and He made it,
 And His hands formed the dry
 land.

O come, let us worship and bow
 down.

Let us kneel before the Lord our
 maker.

For He is our God,

And we are the people of His pas-
 ture and the sheep of His hand.

OUR FIRST THANKSGIVING DAY.

(For sixth year pupils.)

Children, do you know the story
 Of the first Thanksgiving Day.
 Founded by our Pilgrim fathers
 In that time so far away?

They had given for religion
Wealth and comfort, yes, and
more,
Left their homes and friends and
kindred,
For a bleak and barren shore.

On New England's rugged head-
lands,
Now where peaceful Plymouth
lies,
There they built their rough log-
cabins,
'Neath the cold, forbidding skies.

And too often, e'en the bravest
Felt his blood run cold with
dread,
Lest the wild and savage red man
Burn the roof above his head.

Want and sickness, death and sor-
row,
Met their eyes on every hand,
And before the spring-time reached
them,
They had buried half their band.

But their noble, brave endurance
Was not exercised in vain;
Summer brought them brighter
prospects,
Ripening seed and waving grain.

And the patient Pilgrim mothers,
As the harvest time drew near,
Looked with happy, thankful faces
At the full corn in the ear.

So the governor, William Brad-
ford,
In the gladness of his heart,
To praise God for all His mercies,
Set a special day apart.

This was in the autumn, children,
Sixteen hundred twenty-one;
Scarce a year from when they
landed,
And the colony begun.

And now when in late November,
Our Thanksgiving feast is
spread,
'Tis the same time-honored custom
Of those Pilgrims long since
dead.

We shall never know the terrors
That they braved years, years
ago,
But for all their struggles gave us,
We our gratitude can show.

And the children of New England,
If they feast, or praise, or pray,
Should bless God for those brave
Pilgrims,
And their first Thanksgiving
Day.

—Youths' Companion.

CURRENT HISTORY.

By F. B. Pearson.

The statement has gained currency that Turkey has let the contract to an American company for steel rails to be used in constructing the proposed road from Constantinople to Mecca. This road, if built, will traverse the only territory left to Turkey in Asia—viz: Asia Minor, Syria, and Arabia. The greater part of Asiatic Turkey has been divided between Russia and Germany and it seems to be only a question of time when one of these two great Powers will gain possession of Constantinople, and its immediate vicinity. Already Russia has control of Armenia north of the central mountain chain to Lake Vari; and Germany, southern Asia Minor, and Mesopotamia. The indications are that one day

Mecca will become the seat of all that remains of the Ottoman empire.

* * *

—Before these words are read, doubtless, the venerable Paul Kruger will have found an asylum in the Netherlands, far from the scene of his recent struggles. However the sympathies of the present may lie, certain it is that ultimate History will accord to this patriot and statesman his full meed of praise for his heroic defence of the land he loves.

* * *

—The Czar of Russia continually looks with longing toward the western ocean. Gradually the coils of Russian domination have been tightening about Finland until now its integrity as a nation is reduced to a mere shadow; and the prediction is freely made that the Russian Bear will soon be leaving foot-prints in Sweden, unless prevented by Germany and England. Whatever may be said of the aggression of England, it is clear that that country and also the other Powers are kept pretty busy trying to circumvent the advances of Russia in Europe and Asia. The watchword of Europe seems to be Keep your eye on Russia.

* * *

—The recent British elections have placed the stamp of approval upon the Salisbury administration and endorsed Mr. Chamberlain's conduct of the Boer war. The

Liberals are losing rather than gaining and the vote of this party emphasizes the lack of efficient leadership and shows that there has arisen as yet, no worthy successor to Gladstone.

* * *

—During the last decade many discoveries have been made in Babylonia under the auspices of the University of Pennsylvania, but the very recent discoveries at Nippur are the most important. The library of the great temple has been found and seventeen thousand tablets taken out, with many thousands of others yet to be uncovered. Professor Hilprecht who is directing the work has discovered also the palace with 600 feet frontage together with a large section of the city walls. When these excavations have been completed it will be found that large additions have been made to the knowledge of the arts, sciences, and general civilization of the people of that land.

* * *

—Three celebrated writers were candidates for seats in Parliament in the recent elections and two were successful. Dr. Conan Doyle was a candidate for Central Edinburgh but failed of election, but James Bryce, author of the American Commonwealth and Gilbert Parker, the Canadian novelist, were both elected, the former for Aberdeen, and the latter for Gravesend.

—After ten years of effort the federation of Australia has finally crystallized into definite form. A constitution has been agreed upon which was modelled somewhat on the lines of the constitutions of the United States and Canada; and Melbourne has been made the capital, at least for the present. The new federation will no doubt prove a potent member of the British Empire.

—The Spanish Cortez will meet early this month and will consider the question of rehabilitating the navy. This fact lends color to the rumor that the navy of Spain has deteriorated somewhat in the past three years.

NAMES OF GREAT AMERICANS.

A short time since the Senate of New York University passed upon the list of names of great men submitted to them by a committee appointed for that purpose. There were 100 judges to whom 252 names had been submitted. The standard of eligibility was 51 votes, and only 30 of the list reached that standard. Believing that teachers and pupils will be interested in the list we publish it in complete form as follows:

George Washington (full vote)	97
Abraham Lincoln	96
Daniel Webster	96
Benjamin Franklin	94
U. S. Grant	92
John Marshall	91
Thomas Jefferson	90

Ralph Waldo Emerson	86
Henry W. Longfellow	94
Washington Irving	82
Jonathan Edwards	82
David G. Farragut	79
Samuel F. B. Morse	79
Henry Clay	74
George Peabody	72
Nathaniel Hawthorne	72
Robert E. Lee	69
Peter Cooper	68
Horace Mann	67
Henry Ward Beecher	66
Eli Whitney	66
James Kent	65
Joseph Storey	64
John Adams	61
William Ellery Channing	58
John James Audubon	57
Elias Howe	53
William Morris Hunt	52
Gilbert Stuart	52
Asa Gray	51

Washington heads the list with the largest vote because of the fact that Chief Justice Nichols of Louisiana scratched both Lincoln and Webster.

ARITHMETIC.

By Ed. M. Mills.

[For several months, Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

26. At 5% a certain principal amounts to \$260 for a certain time, and at 8% for the same time, it would have amounted to \$296; find the time.

SOLUTION.

Since the *principal* and the *time* are the same, the only thing that could produce a difference in amount would be *rate*.

$8\% - 5\% = 3\%$, difference of rates. $\$296 - \$260 = \$36$, difference of amounts. Therefore 3% of the principal for the time $= \$36$; 1% of the principal for the time $= \$12$, and 5% of the principal for the time $= \$60$. Hence, $\$260 - \$60 = \$200$, the principal. 5% of $\$200$ for one year $= \$10$; then, $\$60 \div \$10 = 6$. Therefore 6 years $=$ the required time.

27. The face value of two notes is $\$595$, and each is due in six months; if one is discounted at bank without grace, and the other is discounted by true discount, both 10% , what is the face of the note left at the bank, the holder realizing $\$566$ from both notes?

SOLUTION.

The bank discount of $\$595$, 10% , for six months without grace $= \$29.75$. Now $\$595 - \$29.75 = \$565.25$, amount the holder would have realized if both notes had been discounted at bank.

$\$566 - \$565.25 = \$.75$, the excess of the bank discount over the true discount on the note discounted by true discount. $\$.75 \div \$1.05 = \frac{5}{7}$, present worth of $\$1$ of the note discounted by true discount. $\frac{5}{7} - \frac{5}{7} = \frac{5}{7}$, true discount on $\$1$ of this note. Then $5c$ or $\frac{5}{20} - \frac{5}{20} = \frac{5}{20}$, excess of the bank discount over the true discount on $\$1$ of the note. Hence $75c$ or $\frac{75}{20} \div \frac{5}{20} = 315$; therefore $\$315 =$ face of note discounted

by true discount, and $\$595 - \$315 = \$280$, face of note left at bank.

28. Divide $\$636$ between two girls whose ages are 13 and 16 years respectively, so that each share being placed at simple interest may amount to the same sum when they become respectively 21 years of age, money being worth 5% .

$21 - 13 = 8$, number of years the younger girl's share drew interest. $21 - 16 = 5$, number of years the older girl's share drew interest. The amount of $\$1$ for 8 years at $5\% = \$1.40$, and the amount of $\$1$ for 5 years at $5\% = \$1.25$. Hence $\frac{4}{5}$ of the sum received by the younger girl when she became 21 years old $=$ amount loaned for her, for $\$1$ is $\frac{4}{5}$ of $\$1.40$. Then for a like reason $\frac{5}{8}$ of the sum received by the older girl when she became 21 years old $=$ amount loaned for her. Therefore $\frac{4}{5} + \frac{5}{8} = \frac{37}{40}$, amount placed at interest for both girls.

Therefore $\frac{37}{40} = \$636$.

$\frac{5}{8} = \frac{5}{8}$ of $\$636 = \12 .

$\frac{4}{5}$ or $\frac{4}{5} = 25 \times \$12 = \$300$, younger girl's share, and $\frac{5}{8}$ or $\frac{5}{8} = 28 \times \$12 = \$336$, older girl's share.

NOTE — Both girls received the same amount when they became respectively 21 years of age. The sum loaned for the younger girl was $\frac{4}{5}$ of that amount, and the sum loaned for the older girl was $\frac{5}{8}$ of the same amount. It follows, therefore, that the fractions, $\frac{4}{5}$ and $\frac{5}{8}$ may be added as above.

29. If \$2750 is willed to a son and a daughter, aged respectively 19 and 15 years, on condition that when each shall become 21 years of age, the son shall have twice as much as the daughter, find shares, money being worth 10%.

SOLUTION.

$21 - 19 = 2$, number of years son's share drew interest, and $21 - 15 = 6$, number of years daughter's share drew interest. The amount of \$1 for 2 years at 10% = \$1.20, and the amount of \$1 for 6 years at 10% = \$1.60. Then reasoning as in the preceding problem, we have $\frac{2}{3}$ of the amount the son received when he became 21 years old = the amount loaned for him, and $\frac{1}{3}$ of the amount received by the daughter when she became 21 years old = the amount loaned for her. But the amount the son received when he became 21 years old, was to the amount the daughter received at the same age as 2 : 1. Therefore $\frac{2}{3} \times 2 = \frac{4}{3}$, and $\frac{1}{3} \times 1 = \frac{1}{3}$.

Then $\frac{4}{3} + \frac{1}{3} = \frac{5}{3} = \frac{10}{6} + \frac{1}{6} = \frac{11}{6}$, amount loaned for both.

Therefore $\frac{11}{6} = \$2750$.

$\frac{1}{6}$ of \$2750 = \$50.

$\frac{4}{3}$ or $\frac{8}{6} = 40 \times \$50 = \$2000$, son's share, and $\frac{1}{3}$ or $\frac{2}{6} = 15 \times \$50 = \$750$, daughter's share.

30. Three sons, aged 9, 11 and 17 years respectively, inherit \$10,200, so that each share placed at simple interest shall amount to the same sum when each boy becomes

21 years old. Find the shares, money being worth 5%.

SOLUTION.

$21 - 9 = 12$, number of years youngest son's share drew interest, $21 - 11 = 10$, number of years second son's share drew interest, $21 - 17 = 4$, number of years oldest son's share drew interest. The amount of \$1 for 12 years at 5% = \$1.60, the amount of \$1 for 10 years at 5% = \$1.50, and the amount \$1 for 4 years at 5% = \$1.20. Therefore $\frac{8}{11}$ of the amount received by the youngest son when he became 21 years of age = the sum loaned for him; $\frac{5}{11}$ of the amount received by the second son when he became 21 years old = the sum loaned for him; $\frac{2}{11}$ of the amount received by the oldest son when he became 21 years of age = the sum loaned for him.

$\frac{8}{11} + \frac{5}{11} + \frac{2}{11} = \frac{15}{11} + \frac{1}{11} + \frac{2}{11} = \frac{18}{11}$, amount loaned for all.

Therefore $\frac{18}{11} = \$10,200$.

$\frac{1}{18}$ of \$10,200 = \$200, then $\frac{8}{11}$ or $\frac{16}{11} = 15 \times \$200 = \$3000$, youngest son's share, $\frac{5}{11}$ or $\frac{10}{11} = 16 \times \$200 = \$3200$, second son's share, and $\frac{2}{11}$ or $\frac{4}{11} = 20 \times \$200 = \$4000$, oldest son's share.

COUNTY EXAMINATION QUESTIONS.

[Each month examination questions from some county in the state will be published for the benefit of teachers who desire to know something of the character of the questions asked in the different coun-

ties or who desire to make use of such questions in their own study or teaching.]

Perry County — Examiners: C. L. Martzolf, J. V. Hynus and M. G. Calhoun.

ARITHMETIC.

1. Explain *why* exchange between two places is sometimes at a premium and sometimes at a discount? 2. Define the following mathematical terms: line, acute angle, perimeter, chord and volume. 3. The length of a rectangle is to its breadth as 5 to 3, and its area is 135 square rods; find length and breadth. 4. A bicycle wheel is $2\frac{1}{2}$ feet in diameter. How often does it rotate in a minute when the rider is making 10 miles an hour? 5. Separate $91252\frac{1}{2}$ into 3 factors which are as the numbers 1, $2\frac{1}{2}$ and 3. 6. A's land is $\frac{1}{4}$ less in quantity than B's but 1-30 better in quality; how do their farms compare in value? 7. How much is wasted in cutting the largest possible cube from a globe 10 inches in diameter? 8. A man bought a pound of indigo by avoirdupois weight and sold it by Troy weight at the same price per pound. What was his rate of gain? 9. Suppose 6% mining stock cost me 20% less than 5% canal stock, but income from each \$300; if the whole investment brings me 6%, find the cost of each kind of stock. 10. A got $\frac{3}{4}$ as much for his horse as his buggy, but gained 20% on the horse and lost 20% on the buggy; if his loss is \$10, find cost of horse. Note — the above problems are taken from the Syllabus on Arithmetic, prepared by the State Teachers' Association.

U. S. HISTORY AND CIVIL GOVERNMENT.

Let your answers be brief and to the point. 1. Biographical: (a) "History is merely the biographies of a few imperial men." Explain what is meant. (b) Illustrate your answer by Thomas Jefferson, (c) Henry Clay. 2. Philosophical: (a) "History is philosophy teaching by example." Explain the quotations. (b) Illustrate your answer by the Cotton Gin. (c) Battle of Quebec. 3. Diplomatic: (a) Have you read "The United States and Foreign Powers?" (b) Speak of our diplomatic relations with China? (c) What is an *extradition treaty*? 4. Civil Government: (a) What is the difference between a *grand* and *petit jury*? (b) What is the Court of Claims? (c) What is treason in the United States? 5. Constitutional History: (a) Why was the Constitution adopted? (b) Who was president of that convention? (c) When and where did it meet? 6. Ohio History: (a) What is meant by the Western Reserve? (b) Virginia Military Lands? (c) Zane's Trace? 7. Current History: (a) What is the Hay-Pauncefote Treaty? (b) What Congress is now in session? (c) What is the Porto Rico Bill now before Congress? 8. Political History: (a) "History is past politics; politics is present history." Explain the quotation. (b) Describe the origin of the Anti-Masonic Party? (c) Describe the political campaign of 1840. 9. Industrial History: (a) Speak of the condition of our industries preceding the Revolutionary War. (b) Who invented the telegraph and what has been its commercial influence? (c) Speak of the Erie Canal and its influence. 10. Give

an account of each successive addition to our territory.

LANGUAGE.

1. Sunset and evening star,
2. And one clear call for me!
3. And may there be no moaning
of the bar
4. *When I put out to sea.*
5. But such a tide as moving
seems asleep,
6. Too full for sound and foam,
7. When that which drew from
out the *boundless deep*
8. *Turns again home.*
9. Twilight and evening bell,
10. And after that the dark!
11. And may there be no sadness
of farewell
12. *When I embark.*
13. For tho' from out our bourne of
time and place
14. The flood may bear me far,
15. I hope to see my *Pilot* face to
face
16. *When I have crossed the bar.*

Note—The first six questions refer to the above selection.

1. What is the title and who the author?
2. Select and classify five subordinate clauses.
3. Select (a) a participle; (b) an infinitive. Give the grammatical use of each in this selection.
4. Give (a) two modifiers of *hope* (line 15); (b) three modifiers of *may bear* (line 14).
5. Give syntax of (a) *moaning* (line 3); (b) *as* (line 5); (c) *that* (line 7); (d) *home* (line 8); (e) *sadness* (line 11).
6. Give in your own words the meaning of the italicized expressions.
7. Write a sentence containing an adjective clause introduced by *where*.
8. Mark critically and define: *Aroma, alias, mischievous, caprice, confiscate, encore, onyx, ordeal, coadjutor, roster*.
9. By brief sentences illustrate

the uses of the verb *laid* in the passive voice of each mode. 10. Copy the above poem as a specimen of your penmanship.

GEOGRAPHY.

1. What influence has the form of North America had upon its history?
2. Show the relation between coast line and civilization.
3. How does the removal of forests affect drainage?
4. Account for the formation of caves in limestone regions.
5. Locate five great cities in the world and tell to what each owes its greatness.
6. Name five rivers of the world and tell the influence each has had upon the territory through which it flows.
7. Locate and describe the formation of a coastal plain.
8. Of what benefit will the Nicaraguan Canal be? Of what benefit is the Suez Canal? The Welland Canal?
9. Discuss Australia as to size, climate, industries, government and natural resources.
10. What and where are the following: Transvaal, Samoa, Piedmont, Belt, Laurentian, Highland, Azov?

THEORY AND PRACTICE.

1. What is the Law of Habit? What is the function of Reviews?
2. In what order do the faculties of the mind develop.
3. What can a teacher do to make the pupils cautious and independent reasoners?
4. Show clearly the difference between inductive and deductive reasoning.
5. Speak of the child's two mental possessions when he enters the school. The teacher's twofold work.
6. What is apperception?
7. Speak of the personal habits of the teacher.
8. What effect has work on good order? Should the teacher compel his pupils to work?
9. Why

should the teacher endeavor to have public opinion on his side? What is the first step in enlisting public opinion? 10. How can the teacher encourage self-development in the pupil? What is empirical knowledge?

PHYSIOLOGY.

1. What are the respective uses of the lime and of the animal substance in the bones? 2. What kinds of food do we need? Define each kind. Why do children require, relatively, more food than adults? 3. Locate the heart. How large is it? Describe the systole. The diastole. How is the heart enabled to perform its functions without friction. 4. Wherein consists the superiority of the human hand?

Should school children write with one side to the desk? Why?. 5. Name the kinds of brain and nerve matter. State distinctly the functions of each. 6. What is the specific gravity of the blood? The portal circulation? The collateral circulation?. 7. How were diseases formerly supposed to be caused? What does modern science teach us to be the nature of disease? 8. Describe the eye. The lachrymal gland. Explain uses of the rods and cones. What is color blindness? 9. How do you ventilate your school-room? What are the effects of rebreathing air. 10. Define alcohol, distillation and dipsomania. Give the four stages of the action of alcohol.

TO A NOVEMBER PANSY.

BY FRANK SMITH.

Sweet, fragile flower, pushing aside
The dead, brown leaves that flutter down to form
Thy winter covering, how brave must be
The spirit that within thee strives! How rare
The upward-surgings current of thy life
That bids thee answer to the call of brief
November suns, and on the passing year
Lift up thy starry eye and smiling face!

Brave Heart's-ease! When the early spring
First drove the unwilling snow from field and wood,
What joy to see thy green and tender leaves
Upon the bosom of the good brown earth!
What joy to see thy swelling buds, and know
That all the spring and summer long thy bloom
Should bear us happy company. Thou art
So like some brave, true friend in all thy kind
And gentle ministry. We ever find
Thee first to come, and yet the last to leave.

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American Journal of Education.....	St. Louis, Mo.
American School Board Journal
.....	Milwaukee, Wis.
Art Education.....	New York, N. Y.
Canadian Teacher.....	Toronto, Ca.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

Interstate Review.....	Danville, Ill.
Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....	.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, December 26, 27, and 28, 1900. Supt. W. W. Boyd, Painesville, Ohio, is clerk of the board to whom all communications relating to the examination should be addressed.

SUPT. E. A. Jones of Massillon spent a part of his vacation at Port Royal and Grand Pré, and we are delighted to be able to announce that he has agreed to write a series of articles on the "Home of Evangeline" for the MONTHLY, the first of which will appear in January, 1901.

"If a man borrows \$500 at 6 per cent compound interest, and does not pay for seven years, nine months and twenty-six days, how much will he have to pay altogether at the end of that time, and what will be allowed him if the lender stipulates that he is to have

1 9-10 per cent off for payment before the end of the eight years? What will be the rebate, and what would he have to pay if there were a penalty of 2 7-8 per cent added after the eight years' time limit? Prove the result and show what the single interest would have been in the same time."

A recent edition of a prominent daily paper is responsible for the statement that the preceding question is one of a list recently propounded to children from 9 to 12 years of age in the Philadelphia public schools. We hope the statement is not true. If true, we have no words which can be printed which will do justice to the occasion.

THE article by Dean Briggs of Harvard on "Some Old-fashioned Doubts About New-fashioned Education," which appeared in the "Atlantic Monthly" for October, should be read by all teachers and others who are interested in true education. The statements made and the doubts suggested will certainly help to correct some of the wrong tendencies of the day. In connection with this article we wish that many teachers and others who have been carried away with some of the false doctrines of the day, could have an opportunity to study the helpful sermon recently delivered by Dr. Gladden of Columbus on the text, "In Your Patience, Ye Shall Win Your Souls," in which special reference is made to the article to which attention has just been called. We have space for only the two paragraphs of

this excellent sermon which follow, but which are a sermon in themselves:

"It is time for teachers to take warning. Philosophies of education that are debilitating, emasculating, are abroad among them. The pressure is strong—from pupils and from parents—to make the way of the pupil smooth, to do much of his work for him, to relieve him from all stiff, rigorous, strenuous application of his mind to his work. Don't give in to such demands. Give these pupils a chance to win their souls.

"To the young men and women—and the boys and girls—I want to say my last word. If you want souls, you must win them. Many of you are keenly interested in the question whether you are going to win fortune, fame, social position, the means and opportunities of pleasure. There is only one question that is of any real importance—the question whether you are going to win, or lose, yourselves. The one truth I would burn into your consciousness to-day, if I could, is this: That manhood, womanhood, is a prize to be won; that all gains are worthless and accursed to those who have not won it; that there is no easy path to it; that it cannot be won without toil, hardship, drudgery, strenuous endeavor, strenuous resistance. It means something, to be a man or a woman; but it costs something, and you will never get it without paying full price.

At the hotel in the mountains the past summer, we became very much interested in a little colored boy of about ten years of age whose brightness and general usefulness

made for him a friend out of each guest in the house. As the time for the opening of school approached we asked him if he attended school to which he promptly replied that he did, naming one of the cities of Maryland as the place. We then asked if he liked his teacher which brought out the rather scornful and emphatic response that he did not. When pressed for a reason, he replied, "O, she is so soft and is always trying to get us to like her. She never makes us behave ourselves, etc." Then we went to our room and read with renewed interest what Professor James says in his "Talks To Teachers and Students" about the "philosophy of tenderness in education," "soft pedagogics," and the "namby-pamby attempts of the softer pedagogy to lubricate things and make them interesting," all of which the children "see through" immediately. We then tried to think out an explanation of the fact that some teachers will persist in thinking that children like only easy things, but we did not succeed. Perhaps such teachers do not really study children, although they may imagine that they are deeply engaged in "Child Study" of one kind.

**COLLEGE ENTRANCE EXAMINATION
IN ENGLISH.**

A short time since we were somewhat startled at the following headlines in a daily paper: "Collegians Fall Down In Spelling—Out of 191 Freshmen 165 Fail to

Pass Examination." The article which followed these lines gave an account of the requirements and results of the entrance examination to Northwestern University at Evanston, Illinois, and the comments upon the results were anything but complimentary to the schools in which the applicants had been prepared. We at once wrote to Prof. J. Scott Clark of the Department of English for the facts in the case, and for a copy of the test used. He promptly replied, and we publish the following which needs no comment or explanation from us, but which certainly contains some practical lessons for teachers of all grades:

Evanston, Ill., Oct. 12, 1900.
Mr. O. T. Corson, Columbus, O.

Dear Sir:—The clipping that you enclose from the "Chicago Record," referring to our recent entrance test in elementary English, is somewhat misleading and incomplete in statement. I enclose data which will, I think, be self-explanatory. May I say a word or two about the matter? In the first place the test is nothing new with us. For the last nine years we have given tests as nearly like the one enclosed as we could make them without repetition. The results this year are not worse than before and not much better. Long observation of such results in the case of college students and in the spelling of children in the grammar grades has convinced me that the main cause of our prevalent bad spelling is to be found in the unwise neglect of the analytic method in our grammar schools. By all

means, let us keep the phonetic method, but let us use the analytic method with it for polysyllables, as they do in Germany. And let us stop making poor spellers by encouraging children to take a big word at a single gulp, so to speak.

May I touch briefly also, on the stock arguments in defense of our prevalent bad spelling. We are told that it is because our established forms are so illogical. But this year and for many years the misspellings in our tests have been, most of them, quite as illogical as are the established spellings. Moreover, we have to do with things as they are. If a graduate of one of our high schools or colleges wishes to obtain a position involving the ability to write a decent letter, he will not find employers ready to excuse bad spelling, etc., on the ground that our English spelling must and shall be reformed.

Again, we are told that the schools of today, with all their scope, cannot give the time to spelling that was given in the district schools of our fathers, where the curriculum was confined to "the three R's." This is plausible but specious. Our fathers had school perhaps four months in the year. Nowadays the public schools last nine months in the year. I believe that it can be demonstrated that nearly if not quite as much time is now given to spelling as was ever given. I am not one of those who cry out against music, drawing, manual training, etc., as fads. Our schools give time enough to spelling if the method were sound.

Twenty years of experience in trying to make college students write good English convinces me

that not over one per cent of the people who declare that they "never can spell" are really unable to learn to spell. We require all students who do not pass our test in elementary English to enter a sub-freshman class and to remain till they can pass. Such a class, numbering two hundred, was last year placed in charge of two bright women—undergraduates here. Within four months nearly every one of the two hundred had learned to punctuate, etc., well, and in as much more time most of them became fair spellers, so far as we could determine by tests. The class met but once a week.

This seems to me to prove several things.

So far as concerns the matter of form (punctuation, capitalization, etc.) I am sure that it can and should be more thoroughly taught than it is in our secondary schools. The ordinary excuse that usage differs, is not sound. The usage of the best periodicals differs but very slightly in essentials. Non-essentials we may ignore. This is a large subject, and I am compelled to write hastily, but I am expressing convictions based on wide experience.

As to the probability of "spelling reform," I consider it an impossibility. If Ben. Johnson, with all his prestige, could not save the beautiful old plural in *en*, and if Addison, with his literary dictatorship could not preserve the third singular in *eth*, thus avoiding our wretched sibilant ending, how can we expect that the people of England, Australia, Canada, the United States, and elsewhere, who speak the English tongue, will ever get together on the matter of spel-

ling reform? I repeat that we have to do as Kipling says, "with the hod of things as they are."

Yours truly,
J. Scott Clark.

P. S. I meant to refer to the vast waste of time in the grammar schools in causing the pupils to spell, repeatedly, words that they were never known to misspell. Let us throw aside the spelling-books and find, by dictation exercises, the besetting orthographical sins of each pupil and then confine attention to correcting those.

ENTRANCE TEST IN ENGLISH.

Capitalize, punctuate, paragraph and italicize the following exercise correctly. Make no marks on this paper, but return it to the examiner with your other paper at the close of the examination.

few high schools in the west give sufficient attention to elementary english having received a pupil from the grammar school many principals assume that he knows how to spell, punctuate and capitalize correctly, this is a mistake for three reasons first many grammar school teachers do not know how to spell and punctuate well second they have been misled by a false idea that such matters are not important third sufficient time is often not given to elementary english in the grammar schools when where and how shall this defect be remedied the longer the pupil postpones the subject the more difficult it becomes for him one should learn to punctuate as soon as he is old enough to read the bible the american people ought to insist on one of two alternatives either the pupil must be refused admittance to the high school and the college till he has mastered elementary

english or else he must be taught the subject thoroughly after he has been admitted the german proverb nach gethaner Arbeit gut ist Ruh-en applies here the declaration of independence was signed July 4 1776 at Philadelphia pa during the reign of king george III of england lowell is right when he says surely no other colonists ever went out not to seek gold but god how vast how far reaching were the consequences of that voyage on the mayflower so long as men love liberty so long as they prefer to seek heaven in their own way just so long will they reverence the pilgrim fathers the little red school house that temple of american liberty is a direct outgrowth of the ideas that animated the pilgrims it teaches young america how to appreciate liberty and enables him to preserve it if the statements made by mr bryce in his book entitled the american commonwealth are correct then liberty is assured in this country to rich and poor young and old one and all let us never never forget what our liberties have cost the census of 1900 which is supposed to be correct gives the population of chicago as 1689000 in the opinion of the rev x y jones d d it is a bad city and we must admit with Shakespeare that t is true t is true t is pity and t is pity t is true one needs to mind his ps and qs in going about chicago streets ladies clothes are often ruined and childrens lives are endangered at the crossings the chi-cago that sarahp anquint ogar is a fine summer resort a statement that is interesting to say the least ladies and gentlemen the mere study of rhetoric or the science of composition will never make you good writers good writing is an art

and only the most patient and continuous practice will enable you to master it.

Now write a composition of at least three hundred words on some one of the following kinds of theme:—

1. A description of some object or objects that you have personally seen.
2. A narration of some personal experience, real or imaginary.
3. A sketch of the character of some person whom you know.
4. An argument in support of some proposition.

ENTRANCE TEST IN SPELLING.

Proceed, excitement, ammunition, dilapidated, similarity, development, successful, appearance, temperance, diminutive, especially, pecuniary, diseased, existence, parallel, arithmetic, generosity, religious, superstition, unconscious, countenance, government, Britain, description, occasion, excursion, immense, independent, brilliant, creatures, criminal, original, displayed, envelop (or envelope, both ways allowed), sequel, mysterious, temperament, curiosity, steadily, imagination, finally, primitive, consistent, phenomenon, callous, desperate, advantageous, exhilaration, inhabitant, philanthropy, surrounding, losing, column, conscience, occurred, persuade, excel, village, pleasant, ingredient, paralyzed, disappointed, partiality, indispensable, preparation, receive, industrious, dimensions, symptom, monopolies, separated, interfered, governor, discipline, height, disastrous, Philippine, weird, sacreligious, criticised, loneliness, different, confidence, miniature, embarrassing, awkward, irresistible, seized, volume, mortgage, acquainted, indescribable, ex-

planation, marvelous, summary, despair, delicious, calendar, excruciating, leisure, civilization, superintendent, absence, legitimate, vengeance, penitentiary, tragedies, cemetery, plausible, foreign, palpitation, probably, descent, sensitive, responsible, superficial, characteristics, relieved, permanent, besiege, pronunciation, acquiescence, repetition, accompaniment, dilemma, prevailing, apparatus, athletic, requirement, variegated, mischievous, ridiculous, unnecessary, possession, guarantee, business, neighbor, erroneous, minute, despondency, surprise, veterinary, Southerner, rep- rimand, happened, premises, complex- ion, enterprise, passenger, ex- amination.

MEMORANDA OF THE RECENT TEST IN ELEMENTARY ENGLISH AT NORTHWESTERN UNIVER- SITY.

Number of secondary schools represented in the test.....	107
Number of students tested in both spelling and form (punctuation, etc.).....	152
Number who passed in both spelling and form.....	26
Maximum number of errors allowed in passing either part of the work.....	20
Number who took the test in spelling	191
Number who passed in spelling alone	88
Number who took the test in punctuation, etc.....	172
Number who passed in punct- uation, etc.....	43
Least number of errors in spelling the 150 words....	1
Greatest number of errors in spelling in a single paper...	77
Average number of errors in spelling	26

Greatest number of errors in punctuation, etc.....	58
Smallest number of errors in punctuation, etc.....	7
Average number of errors in punctuation, etc.....	28

No time limit was placed on the test. Some passed it in two hours, some took three hours, some four. In marking the papers in form students were not held responsible for cases where usage differs.

Every word in the spelling test was distinctly pronounced three

times, and more if called for, and every word was defined both formally and by means of an illustrative sentence. We have given for the last nine years tests as nearly identical with this as we could make them without repetition. The results are not worse nor much better than heretofore. I do not look for much better conditions till the teachers in our grammar schools combine the analytic method with the phonetic method in teaching the children to spell polysyllables.

IF you have PAID your subscription, this notice does NOT refer to you. If you have NOT PAID it please remember that ALL SUBSCRIPTIONS and RENEWALS sent in either through the agent or direct to the editor, at the institute rate of \$1.25, are due BEFORE DECEMBER 1. After that date \$1.50 will be charged. ❀ ❀ ❀ ❀ ❀

EDUCATIONAL NEWS.

We are deeply conscious of the great contributions made by education to the cause of human progress and happiness, but the possibilities for improvement are so vast that we should ever be willing to encourage any movement which has for its aim the higher education of the Teachers. Leading Teachers who are aware of the shortcoming of some of their fellow Teachers should use every opportunity to awaken in them a deeper conviction

of the greatness of their work and the importance of a broader culture.

While there are many institutions which have for their purpose the higher education of Teachers, we desire in this connection to mention the TEACHERS' LIBRARY UNION of Chicago as one whose efforts for the betterment of Teachers are meeting with such pronounced success. We are pleased to learn that their work is progressing quite rapidly in Ohio and that

the leading Teachers of the different counties worked, have rendered every courtesy and encouragement to the representatives of the UNION.

—Under the supervision of C. E. Carey, the Warren teachers are doing very systematic work in their city institute and association. The different branches to be taught are thoroughly studied, and many topics of special interest are discussed. A carefully selected course of School and Home Readings has been adopted by the Board of Education, and good results are being secured.

—Edgar A. Stocker, principal of the Collinwood High School for the past year, has accepted a professorship in the California Pa., State Normal School. Frank P. Whitney, formerly of Wakeman, succeeds him.

—Our friend, R. A. Leisy, for so many years superintendent at Marshallville, Ohio, is now in charge of the schools at Georgetown, Colorado. He was selected for the position from a list of nearly four hundred applicants.

—Superintendent A. B. Wingate, of Beach City, has just issued a very helpful School Manual containing course of study, etc., for a copy of which he has our sincere thanks.

—From the many excellent things found in the Report of Supt. E. M. Van Cleve of Greenville, we

quote the following on Promotions:

"Without revolutionizing the course of study or attempting any extremes in the effort to break 'the lock-step in education,' that bugaboo of whose direful existence we have been informed of late, some provision is made whereby the pupils who, on account of lack of physical vigor, absence from school, or natural slowness, are unable to keep pace with the majority, shall not be forced to go over an entire year's work when the reckoning day is reached. An explanation of the process by which this will be effected would occupy too much space at this point, even if I were able to make it without concrete illustrations. Suffice it to say that this is an arrangement for the benefit of the less gifted and the unfortunate, and not for the brilliant members of a class. I am not in sympathy with the spirit of forcing by which the brilliant boy will be made to complete the work of the eight years below the High School in six, for too often the result is a lack of thoroughness, a superficiality that tells against him in his later life. But there should be some arrangement by which the boy who has for one reason or another lost much time may overtake those of his age if he has the will to do it."

—The Warren County Teachers' Association met at Lebanon, September 22, 1900. The attendance was large and the program instructive. Supt. F. Gillum Cromer of Franklin discussed Macaulay's essay on Addison; Supt. C. H. Young of Carlisle gave an interest-

ing talk on Trees and Plants; The Relation of the Public Library to the Public School was the subject of an address by Hon. C. B. Galbreath, State Librarian, Columbus.

—Supt. C. L. Martzloff is rapidly acquiring a reputation as a lecturer. The local papers speak in terms of praise regarding his lecture on "The True Aristocracy." Other subjects announced are "Historical Footprints in Ohio"; "Right Reading"; "The Meeting of the Centuries"; "Mac Gahan"; "The Little Red School House"; and "Culture on the Farm." His address is New Lexington, Ohio.

—The Delineator of New York offers to distribute \$17,500 in prizes the next year among 1,901 women. It is really a remarkable offer and the plan of distribution is such as to be of interest to all who care to investigate it. Write The Butterick Publishing Company, publishers, 7-17 West Thirtieth street, New York City, for particulars.

—The new School Manual and Course of Study recently issued by Supt. J. P. Sharkey, of Van Wert, is a very suggestive document. From the "General Observations" made we quote the following which are well worth careful consideration:

"Nothing could be more utterly subversive of the aims and ends of this course of study than to follow slavishly the suggestions herein

contained without reference to that breadth of culture that can come only from a teacher who is scholarly, and who can lead lovingly and inspiringly into the depths and riches of learning. 'Let it be remembered that the teacher is the school; better than all methods, better than courses of study, better than all other school influences combined.' " * * *

"The question of Algebra and Geometry below the High School is not very important and takes care of itself if Arithmetic is well taught."

"Reading is the most important of the course. It is the means through which all other subjects must be mastered. A taste for good reading, cultivated to the extent that further acquisition becomes a pleasure, has in it more of possibilities for helpfulness and happiness than any other accomplishments of the schools."

"In teaching the effects of alcoholic drinks and narcotics, avoid details, extravagances and technicalities. Keep constantly and conspicuously before the pupils the idea of strong, healthy unabused physical body as the kind best fitted for successful and happy living."

—The Belmont County Teachers' Association met at Martins Ferry, Oct. 6. "How to Teach Fractions" was discussed by M. D. Morris; "The Truant Law," by J. G. Taggart; "The Feelings and the Will in Relation to Character," by S. H. Layton; "Nature Study," by Elmer Hoge; "Character," by N. J. Reynolds; and "The Upper Mississippi," by James Duncan.

—Supt. O. A. Wright has recently issued a very complete Directory of the Canton Public Schools.

—The local papers speak in terms of praise of the work done by Miss Frances E. Baker in the Madison County Institute. She discussed Literature, English, and Primary Reading in a manner which was very helpful to the teachers. Miss Baker is now in charge of the work in English in the Lima high school.

—Marietta College starts out on a prosperous year under the guidance of the new president, Alfred F. Perry who was inaugurated October 9th.

—Supt. H. H. Phelps of Lexington has issued a helpful and suggestive circular in the interests of the O. T. R. C., in Richland county of which he is secretary. He is also a member of the county board of school examiners, and we have no doubt that the work will be carried on in such a manner as to be beneficial to all the teachers.

—The O. S. and S. O. Home Schools at Xenia under the supervision of T. A. Edwards have added a fine physical and chemical laboratory to their high school equipment, and have placed it in charge of Clyde Snook, a special teacher in science.

—W. H. Durkee formerly of Rodney is now principal of the schools at Kyger.

—Pike County did excellent work in the O. T. R. C. last year, and the circular recently issued by T. W. Horton who has been continued as secretary, shows that they are thoroughly organized for another successful year.

—Harlem Township, Delaware County, has organized its schools under the leadership of H. C. Sherman as superintendent, and has issued a manual and course of study.

—The Bethel Township, Miami County, high school, in charge of E. C. Hedrick, superintendent of the township, opened up the year with an unusually large attendance, the senior class numbering fifteen, the largest in the history of the school.

—Supt. W. W. Boyd of Painesville has decided not to accept the invitation recently extended to him by Dr. M. G. Brumbaugh to come at once to Porto Rico to take charge of the high school which is being organized there. We congratulate Supt. Boyd upon the invitation, and the schools of Painesville upon his not accepting it.

—Prof. J. A. Bownocker, O. S. U., Columbus, Ohio, whose lectures were so acceptable and profitable to the teachers of the state the past year, announces the following subjects for the following year. Dates with him should be arranged thirty days or more in advance:

1. Rivers—Their Youth, Maturity and Old Age. 2. The New Topographic Map of Ohio. 3. The Glacial Period in North America. 4. Forces Modifying the Topography of Our Country. 5. Climate. 6. The Evolution of the North American Continent. 7. The Story of Petroleum. 8. The Origin and Classification of Soils. 9. The Earth's Interior—Is It Liquid or Solid?

—Supt. J. H. Finney of Lucasville has been appointed a member of the Scioto County board of school examiners for the full term of three years.

—The next meeting of the Tri-County Association, composed of Columbiana, Mahoning and Trumbull, will be held at Warren, Dec. 7 and 8.

—The fifth annual convention of the Ohio State Association of Elocutionists convened in Sandusky, Oct. 5 and 6 with a large attendance of the leading elocutionists of the state. The session was an enthusiastic one from start to finish. The recitals on Friday and Saturday evenings, which were free to the public of Sandusky, were attended by a large and appreciative audience.

At the day sessions papers were read and discussed by the following persons: Mr. Montaville Flowers of Cincinnati; Mrs. Martin of Toledo; Mr. R. Fulton of Delaware; Mr. F. S. Fox of Columbus; Mrs. Katharine Kennedy, Cincinnati; Miss Katharine Junkerman,

Cleveland; Clare G. Olney, of Galion; Miss Laura E. Aldrich; Mr. Neil; Prof. Strong, of Wooster; Miss Elwell, Xenia; and others.

Supt. H. B. Williams of Sandusky, was present and expressed himself as being well pleased with the work, as it gave him a better understanding of what the elocutionists of the state were trying to accomplish. He also stated that he believed it to be important that a better understanding should exist between the supervisors of public schools, and the teachers of elocution.

Toledo gets the next convention, which will be held September 27 and 28, 1901.

—The first regular meeting of the Cincinnati Principals' Association was held Oct. 6. The Executive Committee having previously decided that the programs for the year should consist primarily of "Subjects for Discussion" chose the following as the topic for the day:—"Resolved, That it is expedient that pupils should have more or less home study." The discussion was both spirited and interesting. At its conclusion the consensus of opinion favored the affirmative.

The program was introduced by Pres. A. B. Johnson in a brief but pithy inaugural.

—The first bi-monthly meeting of Mercer County Teachers' Association for this year was held at

Celina, Saturday, Oct. 13. The attendance was good and the interest throughout the meeting was above the average. The inaugural address of the new president, R. G. Clark, was followed by a spirited though friendly round table discussion. In the afternoon Supt. R. D. Denman of Mercer read a very instructive paper on "How to Interest Pupils of Sub-District Schools in Good Literature." C. E. Thomas of Mendon gave an exhaustive and entertaining talk on "Some Needs of Our Country Schools." Some time was spent in discussing the educational exhibit at the county fair.

—The first bi-monthly meeting of the Greene County Teachers' Association for the year 1900-1 was held at Xenia, Saturday, Oct. 13. The inaugural address by Miss Dillencourt on "The Influence of Past Educators Upon Present Methods" clearly showed that the foundations of what we now practice, educationally, were laid in earlier times. The lecture by Dr. Stevenson of O. W. U. on "The Obligations of Culture" taught that "Upon the schools falls the chief responsibility of impressing upon the people the importance of service rendered as the basis of culture." "It isn't the amount of our information; it's the increasing taste, the outgoing ambition to grow." Pres. W. O. Thompson of O. S. U. in his pleasing style talked upon "Some of the Things Within the Horizon of our

Possibilities for the Coming Year." He said so many good, practical things that, in a few words, it is impossible to give even an outline of his talk. Rev. E. R. Davidson then spoke about "The Greatest Treasury." "Memory is the greatest Treasury, is the record of one's life and it will stand in evidence on judgment day." Music and well rendered recitations added much to the pleasure of the occasion.

—The bi-monthly meeting of the Summit County Teachers' Association was held at Akron, O., Oct. 13, 1900. Supt. F. Schnee of Cuyahoga Falls, the outgoing president of the association, opened the meeting. The subject, "Greatest Needs in the Township," was discussed by Supt. C. L. Burrell of Northfield, Mr. M. S. Kirk of Akron, Supt. F. L. Lytle of Copley, and others. The new president Supt. W. M. Glasgow of Barberton was then introduced who said that he would give his inaugural at the close of the meeting. Then followed an excellent address on the subject, "Natural Science and Culture," by one who is always highly appreciated by the association, Prof. S. P. Orth of Buchtel College.

—The last meeting of the Trumbull County Teachers' Association was held at Warren, Oct. 13. Addresses were made by Supts. Carey of Warren, Gray of Bristolville, and Baker of Hubbard.

—The Barberton schools are growing rapidly. A four-room addition has been built to the central building, and new quarters thereby provided for the high school.

—The township high school near Osborn, Greene County, under the supervision of D. H. Barnes is rapidly increasing in both attendance and interest.

—The fall session of the Erie County Institute was held on Saturday, October 20, at Kelley's Island.

A splendid day it was, and a fine boat ride from Sandusky City to the Island on the steamer Ogontz.

J. Weslie Overmeyer, of Castalia High School gave us a paper on Moral Education emphasizing the fact that the morality of the school depends largely on the morality of the teacher and that offenses demanding punishment must be met in the spirit of kindness and not in the spirit of the offense. Physical Culture was well presented by Miss Jessie Foster of the Sandusky schools showing that the country pupil as well as the city pupil needs this kind of training.

S. V. Haigh of Berlin Heights gave an enthusiastic talk on Practical Things.

Irene Mootz, of Kelley's Island, read a well prepared paper on Primary Arithmetic and Supt. Williams gave an extended talk on first-year's work in arithmetic.

Temperance Physiology was dis-

cussed by Geo. H. Nuher of Vermillion.

—Our thanks are due Supt. L. B. Demorest of Marysville for a copy of the course of study for their high school which has a very large attendance this year, the freshman class alone numbering sixty-three.

—The first session of the Pick-away county Teachers' Association was held at Circleville, Oct. 20. Addresses were made by Prof. Hulvey of the High School and Supt. Shawan of Columbus. The program was interspersed by good music given by Prof. Chatterton and Miss Lehmen.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, O.

"Anatomy, Physiology and Hygiene for High Schools." By Henry F. Hewes, A. B., M. D. One of the admirable New Century Series.

"A General Physiology for High Schools Based upon the Nervous System." By M. L. Macy, L. B., assisted by H. W. Norris, A. M., Professor of Biology in the Iowa College. Cloth, 12mo, 408 pages. Illustrated. Price, \$1.10.

"Popular Astronomy." Being the New Descriptive Astronomy, by Joel Dorman Steele, Ph. D., revised and brought down to date by Mabel Loomis Todd, author of "Corona and Coronet," "Total Eclipses of the Sun," etc, etc. Cloth, 12mo, 349 pages, illustrated. Price, \$1.00.

"The True Citizen. How to Become One." By W. F. Markwick, D. D., of the Ansonia Board of Education, and W. A. Smith, A. B., Superintendent of the Ansonia City Schools. (Eclectic School Readings.) Cloth, 12mo., 259 pages. Price, 60 cents.

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THE OHIO EDUCATIONAL MONTHLY

DECEMBER, 1900

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No. 12.

A BREATH.

By J. A. CULLER.

Evolutionists tell us that at a certain stage of our existence we have marks which plainly indicate that we once breathed through gills and lived in the water. Morphology shows that our lungs are only a modified form of air bladder which was then used as a float. We know that nature can and does adapt us in a wonderful way to any new condition in which we may be placed. We all carry about with us a number of rudimentary organs which have long since ceased to perform any function because of our changed environment, and other organs have been modified so as to take on new duties. Those who have lived for many generations in high altitudes where the air is rare have been found to have greatly

enlarged chests and enormous lungs. Every living being finds oxygen in some way necessary to life and most of them get it from the air. The fish now gets its supply of oxygen by forcing a current of water through its gills. Its gills are its lungs and the oxygen is not from the water but from the air in the water. The humble earth worm has tiny holes through his skin through which the air can get to his blood. These are his lungs. The earth worm will soon smother if shut up in a tight box.

So each animal might be examined in turn and all would be found to have some way of taking a breath, and the object in every case is to get oxygen.

Our last article was on the sub-

ject of eating. The counterpart of eating is breathing. The chemical union of what we eat and what we breathe results in a store of energy upon which we must draw for every motion we make. We may draw a crude parallel between this and the case of a fire under a boiler. The coal is the food and the air is the same in both cases. If the coal is a poor quality the fire will burn poorly; if the air supply is scant the result will be no better. If either one is wholly lacking the fire will go out. If both are of good quality and abundant there will be a copious evolution of kinetic energy.

These are the conditions for the physical well being of an active life,—enough of food and air of the right quality.

Many people in the world are too improvident or too poor to supply themselves with wholesome food and their fire of life burns low, or they may also breathe foul air or air poor in oxygen so that even the food they do eat cannot fully serve its purpose. Many sickly people would become robust if they would only fan their fires into a blaze with good breath. This may be forcibly illustrated by the use of a lamp chimney and a short piece of candle. Place the chimney over the burning candle on a table and a little air may still get to the flame under the chimney. If the chimney is large, cover about three quarters of the top with a card so that fresh air may not be supplied

from above. Now so little air gets to the flame that, although it may continue to burn, the blaze is stunted and sickly. Compare this candle flame to life and show how much more vigorous the flame is when the chimney is raised so that plenty of air can get to the flame. Children will not then be so apt to sleep with covers over their heads or in poorly ventilated rooms.

We wish in this article to speak more particularly of the transfusion which takes place through the thin partition which separates the air in the lungs from the blood.

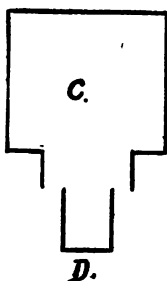
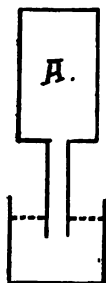
When we examine the gills of a fish we find them a bright red and we rightly explain this appearance by saying that here the blood comes so close to the surface that it is rapidly oxidized. If you prick your finger the dark purple blood starts out but we always see it as red because the moment it meets the air it takes up oxygen. There is, then, something in the blood which has a strong affinity for oxygen. This is the Haemoglobin which makes up 90 per cent of the red corpuscles.

In our lungs the partition between the blood and the air is so thin and of such a character that gases may go through it almost as easily as if it were not there. This principle ought to be illustrated by some experiment. This can be done in a variety of ways, probably the easiest is as follows:



Get a porous cup such as is used for the inner cup of the Leclanche cell, and close the top with plaster of Paris around a glass tube B. "Suck" on the end of the tube and see that it is air tight. It would seem then that no gas could enter the cup A except through the tube.

Now invert the cup and place it so that the end of the tube will extend beneath the surface of water. Place some zinc in the small cup D and pour over it some dilute hydrochloric acid. Hydrogen will be rapidly given off. Have ready a jar C with mouth large enough to go over A. Hold C for a little time over D and it will soon fill with hydrogen; then quickly transfer it over A and bubbles will come from the end of the tube showing that gas must have gone through the walls of the vessel A. When C is removed water will rise in the tube.



be employed by the teacher of physiology when he is talking about taking a breath. A great many people do not believe that anything is porous unless they can see the holes.

Now, when air is on one side of such a partition and blood on the other it is an easy matter to change sides if anything wants to do so. Now, as we have said oxygen has a strong desire to get to the red corpuscles unless they are already loaded. They have left their load of oxygen along the tract of the capillaries and have come back to the lungs with the express purpose of getting a new charge.

The air which we breathe contains nearly 20 per cent of oxygen, but when we breathe it out there is only 16 per cent of it oxygen, i. e., 4 per cent is taken up by the blood and this will amount to 25 ounces in a day. But we observe another very important change in the air and that is that there is 100 times as much carbon dioxide in air after it is breathed, so that breathing is plainly the means of taking in oxygen and getting rid of carbon dioxide. We continue to live and move by virtue of the fact that we can oxidize the food which we eat, and the product of this oxidation is, as is the product of all combustion, carbon dioxide. We are very active animals, and a large amount of energy may be transformed and transferred through us. So we are warm blooded and we

Either this experiment or one illustrating the same principle should

breathe rapidly with a rapid beating of the heart; but even the vine of a morning glory must go through precisely the same process to get energy to twine about its support or put out its flowers. It must also oxidize some of its own material and give off some carbon dioxide as waste.

In man there is a division of labor among the various organs of the body, and while he breathes some through the skin, and the walls of the stomach and intestines from the air which he swallows in his food, still breathing is left as the almost exclusive function of the lungs.

Unfortunately, as it seems to us, oxygen is not the only gas which will greedily combine with the blood to be carried out into the system. Many have been found dead in a room where illuminating gas was escaping. This gas contains a large percentage of carbonic oxide and so is poisonous and will be taken up by the blood in preference to oxygen itself. When blood unites with this gas it turns blue and hence the appearance of those who have been thus poisoned.

But there are other gases which readily make their way through this thin partition and quickly get into every capillary of the body.

We are now ready to say something about the smoking of cigarettes. It is only from this point of view that a real valid objection can

be raised to the crying evils of this practice.

Perhaps no one would try to justify his use of tobacco in any form, but whatever may be said for any of the other uses, the use in the form of a cigarette is a positive evil and nothing but an evil to both young and old. The chewing of tobacco is the least harmful. The smoking of cigars comes next, and after these two common uses there is an immense drop to the depth of evil in cigarette smoking.

Many well meaning people try to argue against cigarettes because, as they say, the paper contains arsenic. This is a poor ground upon which to attack this evil, for then the smoker can argue that if he can get cigarettes in whose paper there is no arsenic then he is justified in continuing their use, and so we find the greedy manufacturer advertising his goods as wrapped in pure rice paper and the well meant argument is gone.

Another argument against cigarettes, as found in some of our physiologies, is that they are made from the stubs of cigars. Even if this were true there is nothing in it to dissuade the smoker except the thought of smoking a "snipe."

Most cigarettes are made of good tobacco and prepared in its mildest form. Even the opium in the cigarette is comparatively harmless if they were used as tobacco is used in form of a cigar or in a pipe. All such arguments against cigar-

ettes will never seriously decrease the revenues of the manufacturer of cigarettes, and he knows it.

Now we do not profess to know a way of putting an end to this practice, and stopping all use of cigarettes. One who has contracted the habit will most likely continue it till he suffers torture or death from a disorganized mind and body. Pain is the only argument to which some people will listen. But for those who are not yet slaves of habit, and most children in our schools are not, it is possible to present the subject in such a way that they must either abstain or knowingly suffer the evil consequences.

Why are cigarettes so harmful? Simply because of the way in which they are used by the smoker. If the smoke were simply drawn into the mouth and then puffed out there would be no satisfaction in their use and they would soon be abandoned as too mild, but the

smoke is inhaled and drawn away down to the bottom of the lungs into the air sacks with only that delicate partition between it and the blood. Boys at times pride themselves on holding their lungs full of smoke, then conversing for a time and afterwards exhaling it.

The poisonous gas in the smoke, whether it be nicotine or pyridine, or opium is there readily absorbed by the blood and a few inhalations will often send a tingle and a creeping sensation to even the toes and fingers. The evil then is in the close contact of the smoke with the life blood of the smoker. It is from this point of view that the physiologist sees its great harm.

A clear conception of the physiological conditions hinted at in this article, along with a high regard for nature's efforts to maintain in us a vigorous flame of life will deter any one, who is not a slave to habit, from doing what will make his life puny and stunted.

EXPRESSION IN ENGLISH.

By CLARE GILBERT OLNEY.

Mere words are but crude symbols of thought. They may be quick or dead, alive and pregnant with meaning, or representing nothing to the eye beyond the dull, cold type of the printed page.

They may become the fleet-footed

messengers of Truth, or so heavy and ponderous as to clog the wheels of Understanding.

A foreigner for the first time making a tour of this continent is not more attracted by the really beautiful scenery of the interior, nor the

general air of industry, prosperity, and happiness which characterizes us as a nation, than by the many undeniable evidences of culture and refinement, shown by our discriminating taste in the fine arts; for we are rapidly becoming lovers and patrons of the arts.

Our position among the commercial nations of the world is unassailable, and our contribution to the liberal arts, as well as our exploits in science and inventions, have proven no small factor in modern progress. However, in our zeal to grasp all — to comprehend all — we have, I fear, either purposely or inadvertently, ignored possibly one of the most beautiful, certainly one of the most useful arts, the mastery of our mother tongue — English Expression.

While we may with a certain pardonable pride congratulate ourselves that we live in an age of constantly, if gradually, increasing culture; an age, too, remarkable for specialization along artistic and professional lines, yet one can scarcely conceive as broad and liberal, a culture that does not include both the science and art of expression.

Can superior attainments or specialization along any line, preclude the necessity for or excuse the lack of a thorough mastery of the basic principle of intelligent speech?

I start then with the assertion that there is in America to-day a deplorable prevalence of bad English; a very palpable and culpable

corruption of common conversational language. This general breach of diction on our part is in a measure due to the pernicious effects of yellow journalism, "street talk," and with the slipshod habits of social intercourse, where solecisms and barbarisms are committed with the utmost impunity; where slang passes as wit, and vulgarisms are "winked at" or openly encouraged.

We affect to be amused at the dialectic idiosyncracies of our British cousins, forgetting the grosser blunders of our own vernacular.

The flagrant violations which convulse us are almost invariably nothing more or less than examples of "cockney" English, while our derelictions in this regard are confined to no particular place or class, but run riot, as it were, from basement to attic.

Why have we allowed our English to fall into disrepute?

Granting that the study of English has not the high disciplinary value accredited to the classic Greek and Latin; granting also that it is not susceptible of that delicacy of shading — that varied expression characteristic of the French; that it does not lend itself so easily and naturally to a lyric style, as does the Italian, nor display the wholesome vigor of the German; yet it is our native medium of expression, embodying the current coin of commerce, the homely parlance of the mestic circle, the subtleties of the

social sphere, and the profundities of the modern philosopher.

That these deficiencies exist to the extent claimed, cannot be attributed to any indifference on the part of the schools and colleges of this country. Indeed, the efforts put forth by the educational institutions give us the sole ground for anything like an optimistic view of the English of the future.

For years past they have been carrying on this work, both formative and reformatory. The colleges have evolved elaborate courses in English, and sought by vigorous, if misdirected measures, to raise the general standard of spoken English, by adding to the already heavy requirements for college entrance, thereby defeating the very purpose at which they aimed.

The secondary schools, taking their cue from these higher institutions, made heroic but ineffectual efforts to meet these requirements, and the result was but the natural sequence.

The grammar school course was inflated; grammar and the science of composition were literally devoured, and the pupil passed into the High School with an opulence of technical grammar only exceeded by his utter poverty of expression. Nor did three years' study of rhetoric and its kindred branches any more nearly fit him for college or for intelligent expression.

It is said that in a recent exam-

ination for entrance to an Eastern college, the word *Cyrus* was spelled in twenty different ways.

One of the faculty of an Ohio college being called upon to revise the catalogue found the task doubly onerous on account of the numerous errors in diction.

The first set of manuscripts taken from a first-year class in the High School are invariably both a revelation and a disappointment to the conscientious teacher of English — a revelation inasmuch as they illustrate how much technical grammar may be acquired without a corresponding command of language; and a disappointment from the standpoint of what the teacher has a right to suppose to have been previously done.

To illustrate: In grading a paper on elementary science recently, of the thirty mistakes noted, twenty-two were in spelling and punctuation. Now while this did not directly reflect upon the hard working and really efficient teachers of the grammar grades, yet it was a telling remark to a system that made the English of Grammar and High Schools purely preparatory to the college, instead of utilizing it as a means of improvement in the speech, the writing, and the taste of the pupil.

But the tide is turned, and, strangely enough, the colleges which were primarily responsible for poor results in English, have taken the initiative in this reform.

and no longer require the impossible.

Indeed, so radical has been the change in this regard, that their present requirements in English may be summed up in the words: "No applicant will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, and paragraphing."

Thus it will be seen that English is slowly but surely coming again into her own. True the progress seems insignificant to the extremist who would change all in the "twinkling of an eye;" but it is gradual, as all real progress must be.

Who ever saw the hour hand of a clock move? Yet, move it does.

At high noon it points to twelve — the afternoon passes away and it has left that mile-post far behind; and as surely as twilight falls, and the darkness gathers, and the midnight hour creeps stealthily on, just so surely, and as stealthily, has the hour hand passed the eleven mile-stones of its journey, and, 'ere the clock strikes, has reached the twelfth.

Since the indifferent diction can be attributed to no single cause, the remedy can be found only along varied lines. If in addition to the present practical work being done by the colleges and secondary schools, our current newspapers and magazines were subjected to a closer literary censorship and edited with greater care; if teachers of

English were men and women of broad culture, which unfortunately, is not always the case; if the language of the home circle were more formally correct; then the problem of clear and forcible expression would be vastly simplified, and good strong English for every day use the rule instead of the noticeable exception.

A strong force in the right direction is the work of the Ohio Board of Control of the O. P. R. C. made up of the leading educators of this state, who have compiled a graded list of English and American classics calculated to give a healthy stimulus to the pupil's imagination, present to his mind model expressions, and train him in the study of character, the result of which will be later reflected in his own life.

As the air grows clearer and the view broadens as we scale the heights, so the outlook in English justifies a more sanguine prospect when we consider the growing number and higher tendencies of the literary clubs, whose influence, it is no reflection to say, is second only in power to that of the modern lyceum.

But what words of mine can pay anything like an adequate tribute to the too limited number who seek conscientiously to perpetuate in the hearts and minds of those whose lives they touch, a science worthy of the highest mental acumen and an art doubly grand, being God-given,

and yet with all within the plane and power of human kind.

That elocution in its vital phases has taken a place in the curricula of schools and colleges side by side with the other language arts; that those who give themselves so devotedly to its cause are no longer regarded as belonging to a mere craft, but members of a recognized profession, is due to those who in their own lives have embodied those high traits and beautiful qualities for which the art in its truest sense stands.

Who shall say that the language of Shakespeare and Milton, of De Quincey and Addison, of Carlyle and Emerson, Goldsmith and Burns, is unworthy our most strenuous efforts toward proficiency? Who shall

say that a language which has voiced the whole gamut of human emotion cannot meet our present need, whether pretentious or common-place?

Not alone, however, for the sake of the past and present, but for the possibilities of the future, should we strive for preservation of English of the highest quality of diction; for it is not too much to predict that, coincident with the gatherings of the various branches of the Anglo-Saxon race for a united and triumphant march of conquest for civilization, not only will the dialectic differences have disappeared, but the English language will be no longer plebeian in character, but patrician; no longer provincial, but cosmopolitan.

GEOGRAPHY AND HISTORY OF OHIO.

By F. B. PEARSON.

So many inquiries have been made as to the sources of Ohio history and Geography that it seems pertinent, at this time, to give, at least, a partial answer. The inquiries themselves indicate an increasing interest in the subject and this increased interest promises much in the way of investigation and future records. Already Supt. Simkins of St. Marys has written a history of Auglaize County, and Supt. Martzloff is performing a like

service for Perry County. Once let teachers and pupils become thoroughly interested in the matter and every library, every "oldest citizen," and every other source of information will be laid under tribute. Not only so, but prying eyes, and active minds will go searching everywhere for information, nor will they return unrewarded. There are histories of Ohio, to be sure, many of them, and much has been written on the geography of the state but

that which has not been written should be the goal of our ambitious efforts. We must not neglect what is already in print, but it should become an incentive to further and more systematic efforts, if possible, that the schools may have the pleasure of adding to what is already known and published.

There are many sources of information upon which we can draw but the newspaper contains the largest possibilities for us in our work. But interest in the subject must precede the scanning of our papers else the most precious bits of information will escape our notice. On the other hand when we become interested in the subject there is no article so brief and no type so small but our sharp eyes will detect it. We seem, then, to become the favored guests at the head of the table enjoying a never-ending feast that willing hands are spreading for our pleasure. Every paper brings its choice viands and dainty tidbits to delight our cultivated palates, and to contribute to a craving that becomes more and more insatiable. Then if clippings are made carefully and properly classified and preserved we shall see developing by daily increments historical and geographical records that will prove to be invaluable.

Let us take just a glance at this collection of clippings here merely to ascertain their subjects. Here's one whose caption is 'Chillicothe's Old Land Office.' This land office,

we learn, was opened in July, 1829, by Allen Latham who had been appointed surveyor-general two years before. This Mr. Latham was a son-in-law of Richard Clough Anderson who opened a land-office near Louisville July 20, 1784, holding the position till the time of his death in 1826. Now all that seems tame enough, doesn't it? But wait. Let us quote one sentence from this clipping relative to Richard Clough Anderson. "He was the father of General Robert Anderson who commanded Fort Sumter when fired upon by the Confederates in 1861, and father of Charles Anderson who succeeded John Brough as governor of Ohio on the latter's death in 1865." Now one sentence concerning Allen Latham: "He was born July 1, 1793, in Lyme, N. H.; graduated at Dartmouth College, admitted to the bar at New Philadelphia, O., and came to Chillicothe in 1813. He served one term in the Ohio Senate. He removed to Cincinnati in 1854 and died there March 28, 1871." This is history of the best sort, but this old land-office suggests a deal of geography also, for it had to do with the distribution of the Virginia Military tract and one only needs to consult the plats of the land in that section of the state and see the zig-zag boundaries to receive a lesson in geography that is well worth learning. But that must wait.

Here's another clipping concerning Ross County and describes the

excavations made by the Ohio Archæological and Historical Society at what is known as the Baum village in that county the past summer.

Here's another column article relating to the boundary dispute between Michigan and Ohio which began in 1834 and which led to the one war that is not given great prominence in the history of the United States; and here is still another article, three columns in length, which has to do with the early history of Fremont and especially to Spiegel Grove, the home of President Hayes. Still another clipping relates to the monument which was erected by the Daughters of the American Revolution near Piqua to commemorate the last battle of the French and Indian war. Incidentally, we learn that the first battle of this war was fought near the same place. Here's another article and from it we learn that in the little cemetery at Westerville may be read on a head-stone these words: "Over the silent sea — March 16, 1867 — passed Benjamin Hanby, aged thirty-three years." But who was Benjamin Hanby? He was the author of "Nelly Gray," a negro melody which did much in the times just preceding the Civil War to arouse among the people of the North bitter opposition to slavery. Mr. Hanby was born at Rushville, O., but received his education at Westerville. "In 1856, while traveling through Kentucky,

Mr. Hanby created the song which afterward made him famous. His inspiration was a decrepit old ducky, a "left over" from the slave market, whom he beheld in an agony of grief over the parting from his wife Nellie. She had been sold to a Georgia planter, whither she was going "to wear her life away, as she toiled in the cotton and the cane." Ben Hanby's heart, like the heart of the true poet, bled in sympathy for this poor unfortunate and the piteous wail of the old slave is clearly heard in the line "They have taken her away." We are further told that the publishers made \$10,000 from the song for which they had sent poor Ben Hanby only five dollars.

These excerpts are sufficient to illustrate the fertility of the newspaper in the production of the information we are seeking. In this field a host of active, intelligent workers are busy in our behalf, delving in libraries, exploring mines, scaling mountains, fording rivers, deciphering inscriptions, recking not of storm, or heat, or cold, but pushing ever on buffeted by the elements each one striving to his utmost to bring to us each day some bit of truth. Here is one more clipping from a recent issue of the *Columbus Dispatch* which tells its own story:

"A deed to one of the most valuable prehistoric relics in the country, the Adams county Serpent mound, has been made by the Pea-

body museum of Harvard University to the Ohio Archæological and Historical Society. The conditions upon which the transfer was made, are that the local society take perpetual care of the mound; keep it a free public park forever, and erect a suitable monument there, with the terms of the deed of the gift and the circumstances surrounding it inscribed thereupon.

"This Serpent mound comprises 60 acres of land. It was purchased thirteen years ago for \$6,000, which

was subscribed by Boston ladies. At that time the mound was rapidly being destroyed and required immediate steps for its preservation. About \$8,000 is claimed to have been expended in thus protecting it. The mound was too far away, however, to be properly cared for by the eastern college, which was the cause of the transfer of the valuable tract, largely brought about through the efforts of State Secretary E. O. Randall."

O. T. R. C. DEPARTMENT.

A NOTE OR TWO.

By J. J. Burns.

I feel sure that the Circle will congratulate me and itself upon my having secured an article upon a historical question from one of our two historians for the year, Prof. Harry Pratt Judson of the Chicago University.

To my invitation to Prof. James to give us something, a response came, that this eminent psychologist is in Europe.

Dr. Roark we are enjoying from month to month. May he continue his earnest lesson!

I have many times wondered whether Prof. Oman would incline an ear to a request from this side of the Atlantic.

Miss Sutherland needs no word

from me, or any one, to welcome her on board a ship on which she is one of the officers. I might, by way of a joke, introduce Mr. Corson, who prepares the "Suggestion Questions."

Some sets of questions upon James's Talks to Teachers may be expected after the holidays; also comments upon Signs and Seasons. "Macaulay's Milton No. 2" will remain in the drawer till January.

HOW SHOULD A BUSY MAN READ HISTORY?

By Harry Pratt Judson.

History has an interest which, to one who has acquired the taste for it, is more absorbing than fiction and more thrilling than poetry. It is the touch of human life—the

drama whose plot is more intricate than any of Shakespeare's, with tragedy and comedy both, and with lessons so deep that every age may well profit from them. It has innumerable episodes which are strange, or diverting, or merely fascinating. It deals with adventure, with war, with statecraft, with trade and industry, with everything that human hand has done and human mind conceived and human soul dared. More than all, it explains what we are and why the life which we are living is what we know it is, and not something else. The final value of history lies just here — it enables us to understand present day society, and so to judge justly of proposed policies. Then one who has learned to read history with enjoyment, at the same time is laying up a store of real knowledge. He is learning how to judge men and their motives, and that on a far wider scale than is possible in every day life. The reader of history is not limited to the little circle of living men whom we meet — his acquaintance includes every age and every land and every social class. Thus it is that the diligent reader of history, by enlarging his field of acquaintance, has attained an added power in judging human affairs. That is what Bacon means when he says: "Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for abil-

ity, is in the judgment and disposition of business."

A busy man may become a student of history even more profound than is likely to be the case with a man of leisure. A busy man is in the habit of mental activity. His mind is not sluggish, but goes promptly from one line of thought to another. Moreover, a busy man knows the value of what may be done in stray minutes. The daily employment of only very small periods of time enables one in the end to accomplish a vast amount of reading. The secret lies merely in allowing no day to pass without doing something, no matter how little. The man of leisure has so much time that he need never use the present moment — there are plenty to come. Thus he is apt to grow slow of thought, and really in the end to get through very little. It is a truism that if one wants anything done it is safest to call on the man who already has many things to do. Doing begets doing.

Now, there are many good ways to read history, as well as to do most other things. It is seldom that there is any best way — and often one way is quite as good as any other. All that may be expected in the suggestions which follow, then, is an outline of one way which may yield good results. But in fact as a rule each man's way is usually the best for him. Still, it is sometimes possible to gain something from the

methods of others, and it is for that reason that these plans are outlined.

If one wishes to become familiar with a given period or a given country, it is well to read first of all a general sketch. This puts in clear relation the salient facts, and marks out the essential lines of development. Then subsequent detailed reading becomes much more intelligent, for the reason that the mass of facts are comprehensible. Each falls into its place with reference to the main events to which it is related. If, on the other hand, one plunges at the outset into detailed study, he is apt to become bewildered in the multitude of occurrences, and at best to form a distorted notion of the real course of things. First the outline picture, then the details—this is a good rule for historical study as well as for pictorial art.

It is an excellent plan to make notes from time to time of such facts as are especially striking, or of such queries as need subsequent answer. These notes should be sparing, as too many become of really little value by mere reason of their great number. There is no better way to keep notes than by having at hand a supply of slips of blank paper of about the size to put in an ordinary business envelope. These can be numbered, and all relating to a given topic may be kept in an envelope suitably endorsed.

By all means it is desirable to

follow out any lines of interest which occur. In reading on a general period one's attention may be attracted to a particular part of it. At the earliest convenient time this should be followed up by a special line of reading. By availing one's self in this way of every phase of interest or inquiry that is developed, the craving for information is gratified and at the same time new zest will be found to attend to the work. As a wise old teacher was accustomed to say, "Seize the moment of excited curiosity." Nowhere is this sound maxim more useful than in reading history. The thoughtful reader, indeed, will keep on hand a plentiful store of interrogation points, will use them freely, and will answer them all as soon as possible. It will be found that this method will soon provide an inexhaustible fund of interesting things to do and to think about. Very soon the field broadens and is filled with life. The dead and gone past is restored to living activity, and the reader has created for himself a new world.

One other result may easily be that the reader acquires a special interest in some particular field of history, so that in the end he reads everything which relates to it. This has the special advantage of supplying an immediate purpose for reading.

Some actual cases are in point. There is one man, the manager of a large business, who has become greatly interested in the period of

the Protestant Reformation in Austria. He is actively occupied throughout the day in his many and pressing business cares, to which he attends with scrupulous fidelity and with trained intelligence. But his evenings almost without exception he devotes to his library. He has gradually amassed a large number of books on his particular subject, and finds a never failing fund of interest in tracing out new investigations.

Another man, also actively concerned in the management of a large concern, makes it an invariable rule that every thought of business shall be dropped at night when he leaves his office. He devotes his evenings to his family and to his books. While he loves all *belles lettres*, he has become especially interested in a particular part of the history of this country, of the period just preceding the Civil War. On this period he has accumulated a great store of books, and he can speak with real authority.

Whatever be the time which may be used in historical reading, there can be no doubt that much may be accomplished by system and persistence — the same qualities which create business success. And the methods above suggested, while, as has been said, they are by no means the only ones which may be employed with entire success, yet may certainly be commended as calculated not only to add to one's store of knowledge, but also to increase

very greatly the enjoyment which may be found in reading history.

THACKERAY.

By Margaret W. Sutherland.

In Thackeray's lecture on Swift in English Humorists we find these words: "Would we have liked to live with him? That is a question which in dealing with these people's works, and thinking of their lives and peculiarities, every reader of biographies must put to himself. Would you have liked to be a friend of the great Dean? I should like to have been Shakesjeare's shoe-black — just to have lived in his house, just to have worshipped him — to have run on his errands and seen that sweet serene face." I have always thought that I should like even to have served at the table where Thackeray was a guest.

I shall give the list of my Thackeray reading of the last four weeks because I can recommend every bit of it, — because much of it has given me exquisite pleasure, — and because some of the members of the O. T. R. C. may believe as I do that while the study of literature does not consist in knowing the biography of authors or in familiarity with criticisms on their writings, yet to know something of a winning character is to be attracted to his works, to read the criticisms of sympathetic critics is to be prepared to see beauties we might otherwise overlook. Some of the articles mentioned were read for the

first time; some for the second or third; and one for the sixth time. (I always date the time of reading of anything belonging to me.) A Collection of Letters of Thackeray, 1847-1855, To Mrs. Brookfield (mainly); Article in Encyclopedia Britannica by Walter Pollock; Article in Warner's Library of the World's Best Literature, by W. C. Brownell; William M. Thackeray, by Anthony Trollope, in English Men of Letters; Tribute of Charles Dickens to Thackeray in Swinton's Literature; Some Aspects of Thackeray, Atlantic Monthly, Vol. 82, p. 707; Thackeray, in Yesterdays with Authors, by James T. Fields; Thackeray, in Essays in Little, by Andrew Lang; and, last but not least in charm, "To W. M. Thackeray" in Andrew Lang's Letters to Dead Authors.

It is probably well known to most of my readers that no biography of Thackeray, complete in any sense, has ever been written; that the great author especially desired this; and that his daughter Mrs. Ritchie, a well known writer, has not permitted the violation of his wishes any farther than to authorize Mrs. Brookfield to publish his letters to her; and that Mrs. Ritchie in a biographical edition of Thackeray's works has written brief memories of her father at the beginning of each volume, with special relation to its contents.

William Makepeace Thackeray was born at Calcutta, July 18, 1811.

In 1816 his father died, and a few years afterward his young mother married Major Henry Smyth whom Thackeray respected and loved. Thackeray was brought a mere child from India and was entered as a pupil at Charter House. In his earlier books he speaks of Charter House as Slaughter House; but as he grew older and his memory softened he changed its name to Grey Friars, where Colonel Newcome died. In February, 1829, Thackeray entered Trinity College, Cambridge. He left here in 1830, and either in that year or 1831 went to Weimar. Between this city and Paris he spent some portion of his earlier years. At this time of his life he desired to become an artist and he, therefore, studied drawing at Paris. However, Thackeray was destined to become a much greater artist with his pen than with his pencil.

In 1837 Thackeray married, and in time three little daughters came to his home, — Anne, Jane, and Harriet. Of the eldest, who afterwards became Mrs. Richmond Ritchie, we have already spoken; Jane died as a child; Harriet lived to womanhood and married the well known writer Leslie Stephen. But she has now joined in brighter worlds the father who so tenderly loved his little daughters and worked so hard to make them happy. How the heart of the great author centered around his little girls after the dark shadow of his

wife's insanity was cast across his life, is one of the tenderest things in the stories of the lives of authors! The big man, — six feet four inches high, — kept the boy alive in his heart through his romps with his little girls; and his affection for them strengthened his natural love of children. He once wrote in a letter to a friend, "Children's voices charm me so that they set all my sensibilities into a quiver." And in "The Golden Pen" which is, perhaps, the truest portrait of him which has ever appeared, he writes:

"There's something, even in his bitterest mood,
That melts him at the sight of infanthood;
Thank God that he can love the pure and good."

It was for the sake of earning more money for these daughters he so tenderly loved that he came to America in 1852 to deliver his lectures on the English Humorists.

I should like to show you in many ways the generous nature of this great hearted man; — his freedom from jealousy of other writers, his free giving to the needy, his hearty appreciation of good work, but I have space for only what he wrote when David Copperfield came out: "Have you read Dickens? Oh! it is charming! brave Dickens! It has some of his very prettiest touches — those inimitable Dickens touches which make such a great man of him; and the reading

of the book has done another author a great deal of good." Side by side with this let me put what Dickens wrote when Thackeray died December 24, 1863: —

"The last line he wrote, and the last proof he corrected, are among these papers through which I have so sorrowfully made my way. The condition of the little pages of manuscript where Death stopped his hand shows that he had carried them about, and often taken them out of his pocket here and there, for patient revision and interlineation. The last words he corrected in print were, 'And my heart throbbed with an exquisite bliss.' God grant that on that Christmas Eve, when he laid his head back on his pillow and threw up his arms as he had been wont to do when very weary, some consciousness of duty done and Christian hope throughout life humbly cherished may have caused his own heart so to throb when he passed away to his Redeemer's rest!"

DRILLS.

By Ruric N. Roark.

The very atmosphere of pedagogy for years and years has been full of the haze of the saying that "Power rather than knowledge is the end of education," or words to that effect. But very few teachers get more than the haze of the idea. And there are several reasons for this state of the case. In the first place, there are so many of those

who plan the work which the teachers in the ranks must do, who themselves do not have enough knowledge to know which knowledge is of most worth, which kinds should be included and which excluded in making courses of study, and hence often leave out the very knowledge that makes for power. In the second place, the public generally, including more than a few teachers, are really convinced in their hearts that the saying is not wholly true, and parents measure the progress of their children by the amount of knowledge acquired. Here and there a few are found who are heralding the incoming of a better day pedagogically. Among these few may be named Dewey and Parker, who, it will be noted, are working in Chicago and not in Massachusetts. This is by the way, however.

But, after all, power is only one of the chief practical ends of real teaching; skill is another quite as important, or more so. And being something is still another, perhaps most important of all. If these ends of teaching are arranged in the order of their natural development, which is the order of their importance, the list will read thus: Knowledge, Power, Skill, Character. Said a little less briefly, the young man and young woman of today or tomorrow should, as the result of having been through the American public school, be able *to know* something, *to do* something, and *to be* something.

But what has all this to do with "drills"? This,—exact knowledge, capacity to do well and quickly, and character, all are results of repetitions, *repetitions*, and making the right kind of repetitions in the right way in school is *drill*. The purpose of drill is to pass activities over from consciousness into automatic action,—which is simply one way of saying that the purpose of the school is to form and fix habits. No man can be said to know really unless his facts come as instantly as needed. The man who knows tomorrow or next day practically has no knowledge that is of any use to him or to the world. Facts and ideas must be like well-drilled troops, ready of mobilization. The general whose army can gather itself together quickest and "get there first" is the one who will win the most battles. The man whose knowledge is on hand as soon as needed is the one who will make the best use of what he knows, both for himself and for the world.

Knowledge can be made automatic only through repetition—drill. Still more true is it that the capacity to do—which capacity is made up of both power and skill—is the result of practice. We wonder sometimes how some men we know can do so much and do it so well. Their facility does not consist by any means wholly or even chiefly in superior brain power in itself, but in the capacity they have

developed in themselves or that has been developed in them to do things quickly. Almost anybody of fair average capacity can do a thing if he has time enough, but the point is to do it *quickly*. To be able to do a thing quickly is mainly a matter of repetition until the doing becomes automatic.

Of course, it is plain, as said above, that the result of the sort of drill here meant is habit, or rather habits. There must be thought habits, sense habits, muscle habits, and moral habits. To be something—and that is character—involves many repetitions of being that something. A man is not good until he is automatically good. Unless he is guarded by a certain automatism of thought, of doing, and most of all of being, there is no telling when he will go away somewhere with another man's money, or something else. When it is said that a man is not, and cannot be, good unless he is in the *habit* of being good, the statement seems self-evident.

Now, it is in just these repetitions which secure automatic action that the average teacher—the writer included—so often falls short. We hammer along day by day in the class-room, imparting a small sector, an infinitesimal sector, of facts out of the whole circle of knowledge, and flattering ourselves that we are teaching and bringing up boys and girls to be strong and self-reliant, world-helping men and

women. We don't drill, *drill* DRILL, because it is very hard work, and because those over us measure our work by knowledge-results instead of by power or skill-results. I wish that even one of my readers who may not yet have thoroughly tried the plan would test this matter for a month. Go at a snail's pace, so far as progress through the text-book is concerned, but repeat, have the pupils repeat, and re-repeat fact and process and courteous act, until some certain clearly defined matter becomes automatic in consciousness and performance. Then try it another month, and see how much faster these same pupils will grow in the acquisition of knowledge, as well as in these other things. Drill, drill, drill—but drill wisely—and all these other things will be added unto you.

SUGGESTIVE QUESTIONS ON OMAN'S ENGLAND IN THE NINETEENTH CENTURY.

Chapter VI—Early Victorian England—1852.

1. Compare the first half of the nineteenth in England with the last.
2. What brought about "Free Trade" in England?
3. Describe the growth and political effects of steam navigation.
4. Who was the father of the modern railway? Describe its growth.
5. How did "Trades Unions" originate?

6. Describe the social improvements made in the first half of the century.

7. When were the "penny post" and the telegraph introduced? Effect?

8. Name the great writers of this period.

9. Trace the great religious movements of this period.

Chapter VII—From the Crimean War to the death of Lord Palmerston—1853—65.

1. How was the government organized at the close of Lord Derby's administration? Who was made Chancellor of the Exchequer?

2. Describe the events leading up to the Crimean War.

3. Locate Sebastopol. Describe its siege.

4. Give an account of the "Charge of the Light Brigade."

5. Describe the "Soldiers' Battle."

6. What change in the administration at this time? Cause?

7. Give the provisions of the Treaty of Paris of 1856, and the general results of the war.

8. What foreign troubles followed the Treaty of Paris?

9. Give the cause of Palmerston's defeat in 1858. When did he return to office?

10. Describe the feeling in England relative to our Civil War.

SUGGESTIVE QUESTIONS ON JUDSON'S EUROPE IN THE NINETEENTH CENTURY.

Part III—The Third Revolution—Reconstruction of Central Europe.

1. Compare the Third Revolution in its character and effects with the First and Second

2. What four great results did it accomplish?

3. What influence made Louis Napoleon Emperor of France?

4. Give an account of his marriage.

5. What part did France take in the Crimean War?

6. Give an account of the war with Austria.

7. With whom did the French Emperor sympathize in our Civil War?

8. What did he attempt in Mexico?

9. What were the provisions of the Constitution granted to France in 1870?

10. Who was Bismarck? What was his chief purpose? What policy did he pursue to attain that purpose?

11. What led to the "Seven Weeks' War?" Results?

12. Upon what pretext and with what object did France declare war with Prussia in 1870? Results?

13. Who were Cavour, Victor Emmanuel, Garibaldi and Mazzini?

14. What important work did

each perform in the unification of Italy?

15. Contrast Austria as it exists today with Austria under Metternich.

16. Describe the government of Austria-Hungary.

17. With what is Austria threatened?

18. In France what followed the surrender of Sedan?

19. Describe the actions of The Commune.

20. Who were Thiers, Gambetta. Marshal Macmahon, M. Grevy, Sadi-Carnot, and Jules Ferry?

21. What are *Arrondissements*, *Cantons* and *Communes*?

22. Describe the civil government of France.

23. Who is president of France?

24. What relation to the church does the French government sustain?

25. What is France's greatest danger?

26. Describe the educational system of France.

27. How is the German Empire governed?

28. Describe the German army, the system of education.

29. What are the relations of Church and State?

30. State some of the difficulties Bismarck had to meet. When and why was he retired?

31. What is "The Triple Alliance"?

HELPS, HINTS AND SUGGESTIONS.

FIRST READER LESSONS.

By Margaret W. Sutherland.

Many teachers begin with sentences in their first teaching of reading to little children. After a short time more attention is called to the word, and the method used is commonly designated as the word method. Up to this time most of the reading lessons have been on the blackboard. In some schools charts have been used; in others, primers; but by December most schools are ready to take the First Reader. In some schools the Rea-

der has been taken at first, but through inexperience and lack of professional training the work may have been so poorly done that there will be no harm in doing it over again in a more systematic way. Consequently I shall offer some very plain and simple suggestions to help beginners. As McGuffey's Readers are used in many of the schools of the state, I shall discuss the teaching of the first ten lessons in the First Reader of that series. Now is the time for teaching by the phonic method and for doing it so

thoroughly that the child will be getting a key that will help him in all future reading.

There is little accomplished if words are taught at random or even as they occur in the Reader. Charts should be made of manilla paper and words should be written on them with charcoal in clear, distinct penmanship, large enough to be seen all over the room. The teacher should spell by sound with perfect enunciation and should lead the children to imitate her. Class and individual drill should be given in this. Children a little slow to learn should be taken by themselves and should be brought close enough to the teacher to watch tongue, teeth, and lips when certain sounds are being made.

Words should be arranged in groups so that children may acquire the power of letters in certain combinations. The following tables have been made by classifying words in the lessons named and then adding to them such words as represent ideas within the comprehension of the child.

FIRST TABLE.

ăt	măt	ăn	măn	ănd
băt	păt	căn	Năn	bănd
căt	Năt	Dăn	păn	hănd
făt	răt	făn	răn	lănd
hăt	săt		tăn	sănd

SECOND TABLE.

bêt	nêt	Bên	tên	rêd	mënd
gêt	pêt	dên	Nêd	Têd	sënd
jêt	sêt	hên	fêd	ënd	wënd

lêt	wêt	mên	bêd	bënd
mêt	yêt	pên	lêd	lënd

THIRD TABLE.

ît	în	côt	cög	fün
bît	bîn	dôt	dög	gün
hît	dîn	gôt	fög	pün
mît	pîn	hôt	hög	rün
pît	tîn	nôt	jög	sün
sît	wîn	pôt	lög	

To make these drills interesting, it is not necessary to tell any fairy tales about the sounds or letters, or to have them remembered by any long rigmarole. The child takes pleasure in doing. He likes to think that he is learning something. He delights in discovering similarities. If a little spark of emulation needs to be thrown in, it will not kindle any dangerous fire in the child's soul. I think there is no harm in speaking of the "voice" and the "name" of the letter. To illustrate,—ă (giving short sound) is what "a" says when it has the little curve over it.

After drilling sufficiently on the tables given above, taking each day just as many words as the children can well sound, and having them make daily some little sentences for reading and writing, I should teach by sound the following unclassified words from the lessons named:—îs, hîs, hăs, ôn, frôm, bîg, Răb, nêst, lêft, yês and hîm.

From the first teaching of reading "a" and "the" have been taught in connection with other words. They ought not to be pho-

netically analyzed, but they must be correctly pronounced. There is no authority for the disagreeable "u" and "thu" sometimes heard in our schools.

The following words at this stage of the work should be taught as wholes just before taking up the lessons in which they occur:—box, see, catch, she, me, too, now, them, black, head, come, he, you, some, do, have, and to.

The preparatory work for each new lesson should include the phonic analysis of new words in it belonging to the groups in the tables or akin to such words and the associating in a lively manner the words not to be analyzed with the ideas they represent. If this work is well done there will be neither drawling nor dragging when children come to read the sentences in the lesson. However there must be constant watchfulness to prevent pronouncing single words and calling it reading. This often comes from faulty ideas derived from other children before coming to school. Intelligent questioning with a limited and wise amount of imitation is the best way to break up such faults.

SOME SUGGESTIONS FOR CHRISTMAS EXERCISES.

In what follows there will be no attempt at a set program, but several selections from good authors will be given for memorizing; also a few simple facts concerning the

authors. To those who have access to a library, these suggestions are entirely unnecessary, but to those workers who have not that advantage these hints are thrown out.

DECEMBER.

The last month of the last year of the nineteenth century is passing into history. The dawn of the twentieth will soon be upon us. Through all the turmoil and strife of these years, these centuries, the birthday of the Redeemer of the world has been celebrated by all Christian peoples, and Christmas is a synonym for "peace on earth, good will toward men." The old Teutonic name for Christmas was Yule, which means midwinter, and our heathen forefathers celebrated it before the dawn of Christianity. They used to decorate with green just as we do; indeed, the custom has come to us from them. They celebrated because of their faith in the sun to clothe the earth again with green; we celebrate because the Son of Righteousness has power to give life eternal.

When we celebrate this last Christmas of the century shall we not try to make life brighter for some one less fortunate than we? Shall we not follow Christ's teaching that it is more blessed to give than to receive? In so doing we shall have our own reward in the consciousness of right doing.

"Heap on more wood!—the wind
is chill;
But let it whistle as it will,

We'll keep our Christmas still.
 Each year has deemed the newborn
 year
 The fittest time for festal cheer :

* * * * *
 And well our Christmas sires of old
 Loved when the year its course had
 rolled,
 And brought blithe Christmas back
 again,

With all his hospitable train.
 Domestic and religious rite
 Gave honor to the holy night ;
 On Christmas Eve the bells were
 rung

On Christmas Eve the mass was
 sung :

That only night in all the year
 Saw the stoled priest the chalice
 rear.

The damsel donned her kirtle
 sheen ;

The hall was dressed with holly
 green ;

Forth to the wood did merry men
 go.

To gather in the mistletoe.

* * * * *

The fire, with well-dried logs sup-
 plied,

Went roaring up the chimney wide.
 The huge hall-table's oaken face,
 Scrubbed till it shone. the day to
 grace,

Bore then upon its massive board
 No mark to part the squire and lord.

* * * * *

England was merry England when
 Old Christmas brought his sports
 again.

'Twas Christmas broached the
 mightiest ale ;

'Twas Christmas told the merriest
 tale ;

A Christmas gambol oft could cheer
 The poor man's heart through half
 the year.

The foregoing are quotations

from the introduction to Canto
 Sixth of Scott's *Marmion* and give
 a sketch of the Christmas season
 in Mertoun House.

Walter Scott was born in Edin-
 burg August 15, 1771. When he
 was eighteen months old he had a
 teething fever which ended in life-
 long lameness, and he was sent to
 his grandfather at Sandy-Knowe,
 near the ruined tower of Smail-
 holm. One of the servants there
 speaks of him as a "sweet-tem-
 pered bairn, a darling with all about
 the house." *Marmion* is considered
 the best of all Scott's poetry. It
 is in six cantos or divisions, with
 an introduction to each canto and
 a postscript or L'Envoy. The in-
 troductions have nothing to do with
 the poem as a story, but show
 only the mind of the poet when
 composing his masterpiece. Scott
 died near the Cape of Good Hope
 on February 8, 1847.

In direct contrast to the merri-
 ment of Mertoun House in Mar-
 mion we have the sadness of Ten-
 nyson as expressed in his *In Me-
 moriam*, a tribute to the memory
 of his loved friend, Arthur Henry
 Hallam, who died at the age of
 twenty-two. As the Christmas
 season comes again his thoughts go
 back to other happier days and he
 writes :

The time draws near the birth of
 Christ :

The moon is hid ; the night is
 still ;

The Christmas bells from hill to
 hill

Answer each other in the mist.

Four voices of four hamlets round,
From far and near on mead and
moor,

Swell out and fail, as if a door
Were shut between me and the
sound:

Each voice four changes on the
wind,

That now dilate, and now de-
crease,

Peace and goodwill, goodwill and
peace,

Peace and goodwill, to all mankind.

This year I slept and woke with
pain,

I almost wished no more to wake,
And that my hold on life would
break

Before I heard those bells again:

But they my troubled spirit rule,

For they controll'd me when a
boy:

They bring me sorrow touched
with joy,

The merry, merry bells of Yule.

But I am sure I have always
thought of Christmas time, when
it has come around — apart from
the veneration due its sacred name
and origin, if anything belonging
to it *can* be apart from that — as
a good time; a kind, forgiving, char-
itable, pleasant time; the only time
I know of in the long calendar of
the year, when men and women
seem by one consent to open their
shut-up hearts freely, and to think
of people below them as if they
really were fellow-passengers to the
grave, and not another race of crea-
tures bound on other journeys.

* * * * It is good to be chil-

dren sometimes, and never better
than at Christmas, when its mighty
Founder was a child Himself.

* * * * *

I will honor Christmas in my heart
and try to keep it all the year.

—From Dickens's *Christmas Carol*.

Charles Dickens was born at
Landport, a suburb of Portsea,
England, February 7, 1812. His
father at that time was a clerk in
the Navy Pay Office of the Ports-
mouth dock-yard. Two years after
he was recalled to London and two
years later he was transferred to
Chatham, where he remained for
five years. Chatham and the city
of Rochester near by became the
birthplace of Dickens's fancy. The
fancy that gave to us "Little Nell,"
"Paul Dombey," "Florence Dom-
bey," "Jo" and the innumerable
host that have been our compan-
ions from childhood. Chatham is
the scene of many of the Christmas
sketches and David Copperfield
slept there on his tramp to Dover.
It was in this neighborhood too that
Dickens spent his honeymoon and
also the last years of his life, and
there he died June 9, 1870. It is
said that many tears were shed by
the poorer people when Dickens
was buried and this seems a fitting
tribute to him who spent his life
trying to better the condition of
that class of society.

"A Christmas Vision," by Ham-
ilton Wright Mabie is most beau-
tiful, as is his "Christmas Eve."
"A Christmas Carol," by Coleridge,

"Speakin' O' Christmas," by Paul Laurence Dunbar, and many others are most appropriate. Others more suitable for younger people are "Jest 'Fore Christmas," by Eugene Field, the children's poet; the old favorite beginning—

'Twas the night before Christmas
and all through the house
Not a creature was stirring, not
even a mouse,

by Clement C. Moore, and "The Story of Christmas," by Nora A. Smith, found in "The Story Hour," by Kate Douglas Wiggin and Nora A. Smith.

"Glory to God in the highest and on earth peace, good will toward men."—*Saint Luke's Gospel*.

CURRENT HISTORY.

By F. B. Pearson.

The proceedings of the Spanish-American congress now in session at Madrid will be watched with deep interest the world over. Every South American republic, excepting Bolivia, will have a representative present. The congress, itself, is the outgrowth of a sentiment that began to manifest itself soon after the termination of the Spanish-American war—looking toward a closer commercial alliance among the former colonies of Spain. The eagerness with which the colonies accepted the proposals of Spain for such a congress has occasioned much surprise, especially in the United States, and our people will watch the proceedings closely.

Diplomacy always moves with tardy foot-steps and this seems especially true in the settlement of affairs in China. Lord Salisbury's recent admonitions to England to be on her guard, and his expression of pleasure at the outcome of the recent elections in the United States taken in connection with the fact that the relations of the troops of the various nations at Peking are not the most amiable, lead to the surmise that possibly the end is not yet.

* * *

The recent elections in Canada resulted in the retirement of Sir Charles E. Tupper who for forty years has been prominent in Dominion politics. The tariff is the paramount issue and the division of the two parties, Conservatives and Liberals, is pretty sharply drawn, the Liberals favoring gradual free trade and the Conservatives protection. In 1896 the Liberals were successful under the leadership of Sir Wilfrid Laurier, and their victory was repeated and somewhat emphasized in the elections recently held. The unusual prosperity of the country during the past four years was a determining factor in bringing success to the Liberal party.

* * *

The character of the recent elections in Porto Rico seemed to give warrant to the government for putting the island on a peace footing and, accordingly, a large contingent of the troops has been with-

drawn. This action marks an epoch in the history of Porto Rico and every American must fervently hope that the people will fully measure up to the opportunities thus afforded them.

* * *

The Spanish Cortes is now in session and it is evident that the United States will receive a full measure of opprobrium. By contrast we recall the sentiment which was expressed before that body by the distinguished statesman, the late Emilio Castelar, upon the death of Lincoln and never was nobler tribute paid to the memory of the martyred President—a sentence that every student of United States history ought to commit to memory: Before him a veteran army, hostile Europe behind him, England favoring the South, France encouraging reaction in Mexico, in his hands the riven country; he arms two millions of men, gathers a half million horses, sends his artillery twelve hundred miles in a week, from the banks of the Potomac to the shores of the Tennessee, fights more than six hundred battles, renews before Richmond the deeds of Alexander and of Cæsar; and, after having emancipated three million slaves, that nothing might be wanting, he dies in the moment of victory; like Christ, like Socrates, like all redeemers, at the foot of his work. His work! Sublime achievement, over which humanity shall

eternally shed its tears, and God bestow His benediction.

* * *

The passing away of the eminent statesman, John Sherman, and the no less eminent writer, Charles Dudley Warner, dimmed the brightness of vanishing October. The one helped to guide the ship of state through perilous waters and wrought mightily for the integrity of our country at times when genuine statesmanship meant true heroism; and the other shed a kindly influence over many hearts and homes and taught the world the lesson of high thinking and noble living.

POPULATION OF CITIES IN 1900.

Census Bulletin No. 11 shows that there are in the United States 159 cities having a population of 25,000 or more. Of this number, 19 have a population of over 200,000 each with a total of 11,795,809; 19 have a population of between 100,000 and 200,000 each with a total of 2,412,538; 40 have a population of between 50,000 and 100,000 each with a total of 2,709,338; 81 have a population of between 25,000 and 50,000 with a total of 2,776,940. The grand total of population for the 159 cities is 19,694,625. The per cent of increase from 1890 to 1900 is 32.5; from 1880 to 1890, 49.5. The following table will be of interest to both pupils and teachers. Computing the per cent of increase from 1880 to

1890, and 1890 to 1900 will furnish an excellent exercise in arithmetic. It is interesting to note that the United States now has one city of over 3,000,000; and two of over 1,000,000 each. In Ohio the order

of size is changed considerably from that of 1890, and is as follows: Cleveland, Cincinnati, Toledo, Columbus, Dayton, Youngstown, Akron, Springfield, and Canton.

**POPULATION OF CITIES HAVING 25,000 INHABITANTS OR MORE IN 1900,
ARRANGED ACCORDING TO POPULATION.**

[The first column under each census year shows the order of the cities named when arranged according to population.]

Cities.	Population.					
	1900.		1890.		1880.	
New York, N. Y.....	1	3,437,202	1	2,492,691	1	1,901,345
Chicago, Ill.....	2	1,698,575	2	1,099,850	3	603,135
Philadelphia, Pa.....	3	1,293,697	3	1,046,964	2	847,170
St. Louis, Mo.....	4	576,238	4	451,770	5	350,518
Boston, Mass.....	5	560,892	5	448,477	4	302,639
Baltimore, Md.....	6	508,067	6	434,439	6	332,813
Cleveland, Ohio.....	7	381,768	9	261,353	11	160,146
Buffalo, N. Y.....	8	352,857	10	255,664	13	155,134
San Francisco, Cal.....	9	342,782	7	206,997	8	233,969
Cincinnati, Ohio.....	10	325,902	8	296,903	7	255,139
Pittsburg, Pa.....	11	321,616	12	238,617	12	156,389
New Orleans, La.....	12	287,104	11	242,089	9	216,090
Detroit, Mich.....	13	285,704	14	205,876	17	116,340
Milwaukee, Wis.....	14	245,315	15	204,468	18	115,587
Washington, D. C.....	15	278,718	13	236,392	10	177,624
Newark, N. J.....	16	246,070	16	181,830	14	136,506
Jersey City, N. J.....	17	206,433	18	163,008	16	120,722
Louisville, Ky.....	18	204,731	19	161,129	15	123,758
Minneapolis, Minn.....	19	202,718	17	164,738	37	46,987
Providence, R. I.....	20	175,697	24	132,146	19	104,857
Indianapolis, Ind.....	21	169,164	26	106,486	23	75,056
Kansas City, Mo.....	22	163,752	23	132,716	29	55,785
St. Paul, Minn.....	23	163,066	22	123,156	44	41,473
Rochester, N. Y.....	24	162,608	21	133,896	21	89,266
Denver, Colo.....	25	133,359	25	106,718	49	35,629
Toledo, Ohio.....	26	131,822	32	81,434	34	50,137
Allegheny, Pa.....	27	129,806	27	106,287	22	78,682
Columbus, Ohio.....	28	125,560	29	88,150	32	51,647
Worcester, Mass.....	29	118,421	31	84,655	27	58,291
Syracuse, N. Y.....	30	108,374	30	88,143	31	51,792
New Haven, Conn.....	31	108,027	34	81,208	25	62,882
Paterson, N. J.....	32	106,171	35	78,547	33	51,081
Fall River, Mass.....	33	104,863	39	74,898	36	48,961
St. Joseph, Mo.....	34	102,979	54	52,324	56	32,431
Omaha, Nebr.....	35	102,555	20	140,452	62	30,518
Los Angeles, Cal.....	36	102,479	56	50,896	135	11,183
Memphis, Tenn.....	37	102,320	42	64,496	53	33,592
Scranton, Pa.....	38	102,026	38	76,215	38	45,860
Lowell, Mass.....	39	94,969	36	77,696	26	59,475
Albany, N. Y.....	40	94,151	38	94,923	20	90,753
Cambridge, Mass.....	41	91,886	40	70,028	30	62,669
Portland, Oreg.....	42	90,426	60	46,395	106	17,577
Atlanta, Ga.....	43	89,872	41	65,533	43	37,409
Grand Rapids, Mich.....	44	87,565	46	60,278	57	32,016
Dayton, Ohio.....	45	85,333	44	61,220	46	33,673

POPULATION OF CITIES, ETC.—Continued.

Cities.	Population.					
	1900.		1890.		1880.	
Richmond, Va	46	86,050	33	81,888	24	68,600
Nashville, Tenn	47	80,865	37	76,168	39	43,850
Seattle, Wash	48	80,671	69	42,887	150	3,533
Hartford, Conn	49	79,850	53	53,230	42	42,015
Reading, Pa	50	78,961	47	59,661	40	43,278
Wilmington, Del	51	76,508	43	61,431	41	42,478
Camden, N. J.	52	75,985	48	58,313	43	41,659
Trenton, N. J.	53	73,307	49	57,458	68	29,910
Bridgeport, Conn	54	70,996	58	48,866	70	27,648
Lynn, Mass	55	68,513	50	56,727	47	38,274
Oakland, Cal	56	66,960	59	48,682	50	34,555
Lawrence, Mass	57	62,559	63	44,654	45	39,151
New Bedford, Mass	58	62,442	71	40,738	74	26,845
Des Moines, Iowa	59	62,139	57	50,998	79	22,408
Springfield, Mass	60	62,059	64	44,179	54	33,340
Somerville, Mass	61	61,643	73	40,152	77	24,933
Troy, N. Y.	62	60,651	45	60,956	28	56,747
Hoboken, N. J.	63	59,384	67	43,648	58	30,999
Evansville, Ind	64	59,007	55	50,756	65	29,280
Manchester, N. H.	65	56,987	65	44,126	56	32,630
Utica, N. Y.	66	56,383	66	44,007	51	33,914
Peoria, Ill	67	56,100	70	41,024	66	29,259
Charleston, S. C.	68	55,807	52	54,965	35	49,964
Savannah, Ga	69	54,244	68	43,189	61	30,709
Salt Lake City, Utah	70	53,531	62	44,843	90	20,768
San Antonio, Tex	71	53,321	80	37,673	98	20,560
Duluth, Minn	72	52,969	91	33,115	156	888
Erie, Pa	73	52,738	72	40,684	69	27,737
Elizabeth, N. J.	74	52,130	73	37,764	68	28,229
Wilkesbarre, Pa	75	51,721	79	37,718	78	23,339
Kansas City, Kans	76	51,418	75	33,316	153	3,200
Harrisburg, Pa	77	50,167	74	39,385	59	30,762
Portland, Me	78	50,145	82	36,425	52	33,510
Yonkers, N. Y.	79	47,931	92	32,033	101	18,992
Norfolk, Va	80	46,624	87	34,671	82	21,966
Waterbury, Conn	81	45,859	105	28,646	105	17,806
Holyoke, Mass	82	45,712	84	35,637	84	21,915
Fort Wayne, Ind	83	45,115	85	35,393	73	26,880
Youngstown, Ohio	84	44,886	90	33,220	113	15,435
Houston, Tex	85	44,633	110	27,657	111	16,513
Covington, Ky	86	42,938	81	37,371	64	29,720
Akron, Ohio	87	42,728	109	27,601	112	16,512
Dallas, Tex	88	42,638	76	33,067	137	10,368
Saginaw, Mich	89	42,345	61	46,322	136	10,525
Lancaster, Pa	90	41,459	93	32,011	76	25,769
Lincoln, Nebr	91	40,169	51	55,154	127	13,003
Brockton, Mass	92	40,063	112	27,294	123	13,608
Binghamton, N. Y.	93	39,647	86	35,006	107	17,317
Augusta, Ga	94	39,441	89	33,300	85	21,891
Pawtucket, R. I.	95	39,231	108	27,633	99	19,080
Altoona, Pa	96	38,973	100	30,337	97	19,710
Wheeling, W. Va.	97	38,378	83	34,522	60	30,737
Mobile, Ala	98	38,469	96	31,076	67	29,132
Birmingham, Ala	99	38,415	117	26,173	154	3,066
Little Rock, Ark	100	38,307	118	25,874	125	13,138
Springfield, Ohio	101	38,253	94	31,896	91	20,730
Galveston, Tex	102	37,789	104	29,084	81	22,248
Tacoma, Wash	103	37,714	83	36,006	155	1,098
Haverhill, Mass	104	37,175	111	27,412	102	18,472

POPULATION OF CITIES, ETC. — Concluded.

Cities.	Population.					
		1900.		1890.		1880.
Spokane, Wash	105	36,848	146	19,922	157	8,850
Terre Haute, Ind.....	106	36,678	102	30,217	76	26,042
Dubuque, Iowa.....	107	36,297	101	30,311	80	22,254
Quincy, Ill.....	108	36,252	96	31,494	72	27,268
South Bend, Ind.....	109	35,900	136	21,819	124	18,220
Salem, Mass	110	35,956	99	30,801	71	27,563
Johnstown, Pa	111	35,686	137	21,806	148	8,880
Elmira, N. Y.....	112	35,672	98	30,893	94	20,541
Allentown, Pa	113	35,416	121	25,228	108	18,068
Davenport, Iowa	114	35,254	114	26,872	86	21,681
McKeesport, Pa	115	34,227	144	20,741	144	8,212
Springfield, Ill	116	34,159	123	24,963	96	19,743
Chelsea, Mass	117	34,072	106	27,909	87	21,782
Chester, Pa	118	33,968	145	20,226	119	14,967
York, Pa	119	33,708	143	20,793	121	13,940
Malden Mass.....	120	33,664	131	23,081	131	12,017
Topeka, Kans	121	33,608	97	31,007	117	15,452
Newton, Mass	122	33,587	127	24,379	108	16,995
Sioux City, Iowa.....	123	33,111	77	37,806	146	7,366
Bayonne, N. J.....	124	32,722	148	19,083	140	9,372
Knoxville, Tenn	125	32,637	133	22,535	139	9,698
Chattanooga, Tenn	126	32,490	108	29,100	128	12,892
Schenectady, N. Y.....	127	31,682	147	19,902	122	13,665
Fitchburg, Mass	128	31,531	184	22,037	129	12,429
Superior, Wis	129	31,091	156	11,963	.....	.....
Rockford, Ill	130	31,061	128	23,584	126	13,129
Taunton, Mass	131	31,036	120	25,448	89	21,213
Canton, Ohio	132	30,667	116	26,189	130	12,258
Butte, Mont	133	30,470	158	10,723	151	3,363
Montgomery, Ala	134	30,346	186	21,888	109	16,712
Auburn, N. Y.....	135	30,345	119	25,866	98	21,624
East St. Louis, Ill.....	136	29,665	152	15,169	141	9,185
Joliet, Ill	137	29,353	129	23,264	124	11,667
Sacramento, Cal	138	29,232	115	26,396	88	21,429
Racine, Wis	139	29,102	140	21,014	115	16,031
La Crosse, Wis	140	28,895	122	25,090	120	14,505
Williamsport, Pa	141	28,757	113	27,132	100	18,934
Jacksonville, Fla	142	28,429	150	17,201	145	7,650
Newcastle, Pa	143	28,339	157	11,600	142	8,418
Newport, Ky	144	28,301	124	24,918	96	20,433
Oshkosh, Wis	145	28,284	132	22,836	116	15,748
Woonsocket, R. I.....	146	28,204	141	20,830	114	16,050
Pueblo, Col	147	28,157	126	24,558	152	3,217
Atlantic City, N. J.....	148	27,838	154	18,055	149	5,477
Passaic, N. J.....	149	27,777	155	18,028	148	6,532
Bay City, Mich.....	150	27,628	107	27,889	92	20,693
Fort Worth, Tex.....	151	26,688	130	23,076	147	6,663
Lexington, Ky	152	26,369	138	21,567	110	16,656
Gloucester, Mass	153	26,121	125	24,651	98	19,329
South Omaha, Nebr.....	154	26,001	159	8,062	.....	.....
New Britain, Conn.....	155	25,908	151	16,519	133	11,699
Council Bluffs, Iowa.....	156	25,802	139	21,474	104	18,063
Cedar Rapids, Iowa.....	157	25,666	149	18,020	138	10,104
Easton, Pa	158	25,238	153	14,481	132	11,924
Jackson, Mich	159	25,180	142	20,798	113	16,105

ARITHMETIC.

By Ed. M. Mills.

[For several months Prof. Mills will continue his solutions of problems contained in the Institute Syllabus on Arithmetic.]

31. By investing all my money in 5% stock at 75, I get \$180 income; how much must I borrow to invest in 6% stock at par, to get the same income?

SOLUTION.

5c=income received from \$1 of the first stock, and

\$180=total income thus received.

Hence,

$\$180 \div \$.05 = 3600$. $\therefore \$ 3600 =$ par value of first stock. 75c = cost of \$1 of this stock; then $3600 \times 75c = \$2700$, cost of first stock.

6c=income received from \$1 of the second stock, and

\$180=total income desired. Hence,

$\$180 \div \$.06 = 3000$. $\therefore \$3000 =$ par value of second stock, and if this stock be bought at par, it will cost \$3000.

$\therefore \$3000 - \$2700 = \$300$, amount to be borrowed.

32. When U. S. 4's are quoted at 108, what income do I get in currency when gold is 105, by investing \$5400 in the bonds?

SOLUTION.

\$1.08=cost of \$1 of the bonds.

\$5400=total cost; hence,

$\$5400 \div \$1.08 = 5000$. $\therefore \$5000 =$ par value of bonds.

4c in gold=income on \$1 of these bonds;

$\therefore 5000 \times 4c$ in gold = \$200, income in gold.

\$1 in gold is worth \$1.05 in currency;

$\therefore 200 \times \$1.05 = \210 , income in currency.

33. If I invest all my money in 5% stock at 60, my income is \$500; how many thousand must I borrow to invest in 6% stock at 84 to have the same income?

SOLUTION.

5c=income received from \$1 of the first stock, and

\$500=total income thus received.

Hence,

$\$500 \div \$.05 = 10000$. $\therefore \$10000 =$ par value of stock.

60c=cost of \$1 of this stock; then $10000 \times 60c = \$6000$, cost of first stock.

6c=income received from \$1 of the second stock, and

\$500=total income; then

$\$500 \div \$.06 = 8333\frac{1}{3}$. $\therefore \$8333\frac{1}{3} =$ par value of second stock.

84c=cost of \$1 of this stock.

$\therefore 8333\frac{1}{3} \times 84c = \7000 , cost of second stock, and

$\$7000 - \$6000 = \$1000$, amount to be borrowed.

34. If I invest $\frac{3}{4}$ of my money in 5% stock at 40% discount, my income will be \$125; how much must I borrow to have the same income by investing in 6% stock at 20% premium?

SOLUTION.

5c=income received on \$1 of this stock, and

$\$125$ = total income. Then,
 $\$125 \div \$.05 = 2500$. $\therefore \$2500$ = par
 value of stock.

$60c$ = cost of $\$1$ of the stock; hence
 $2500 \times 60c = \$1500$, cost of stock.

Then

$\frac{3}{4}$ of my money = $\$1500$,

$\frac{1}{4}$ of my money = $\$500$, and

$\frac{1}{4}$ of my money = $\$2000$.

$6c$ = income received on $\$1$ of the
 second stock, and

$\$125$ = total income desired; then

$\$125 \div \$.06 = 2083\frac{1}{3}$. $\therefore \$2083\frac{1}{3}$ = par
 value of stock.

$\$1.20$ = cost of second stock; hence,
 $2083\frac{1}{3} \times \$1.20 = \2500 , cost of this
 stock.

$\therefore \$2500 - \$2000 = \$500$, amount
 to be borrowed.

35. Suppose 6% mining stock
 cost me 20% less than 5% canal
 stock, but my income from each is
 $\$300$; if the whole investment
 brings me 6%, find cost of each
 kind of stock.

SOLUTION.

$6c$ = income on $\$1$ of mining
 stock, and

$\$300$ = total income from mining
 stock. Then,

$\$300 \div \$.06 = 5000$. $\therefore \$5000$ = par
 value of mining stock.

$5c$ = income on $\$1$ of canal stock,
 and

$\$300$ = total income on this stock.

Hence,

$\$300 \div \$.05 = 6000$. $\therefore \$6000$ = par
 value of canal stock.

$\$600$ = total income from both kinds
 of stock, and

$6c$ = average income on $\$1$ of its
 cost. Then,

$\$600 \div \$.06 = 10000$. $\therefore \$10000$ = cost
 of both kinds of stock.

The cost of $\$1$ of canal stock is
 to the cost of $\$1$ of mining stock
 as $100 : 80$, or as $5 : 4$; and the par
 value of canal stock is to the par
 value of mining stock as $6000 : 5000$,
 or as $6 : 5$. Then the entire cost of
 canal stock is to the entire cost of
 mining stock as $5 \times 6 : 4 \times 5$, or as $3 : 2$.

$\therefore \frac{3}{5}$ of $\$10000 = \6000 , cost of
 canal stock, and

$\frac{2}{5}$ of $\$10000 = \4000 , cost of
 mining stock.

COUNTY EXAMINATION QUESTIONS.

[Each month examination ques-
 tions from some county in the state
 will be published for the benefit of
 teachers who desire to know some-
 thing of the character of the ques-
 tions asked in the different coun-
 ties or who desire to make use of
 such questions in their own study
 or teaching.]

Hamilton County — Examiners:
 C. S. Fay, J. L. Trisler, and F. B.
 Dyer.

THEORY.

1. What is nature study? Dis-
 cuss advantages and disadvantages.
 2. Name some of the evils and ben-
 efits of examinations. 3. Is it pos-
 sible to make every step in a true
 education pleasing and interesting
 to the child? Illustrate your an-
 swer. 4. What is meant by induc-
 tion? Deduction? Give examples
 of each. 5. What is the purpose
 of the American school? In what
 does this purpose differ from that
 of other countries?

READING.

1. Define literature. 2. Why are works like the "Reflections" of Marcus Aurelius, and even poems like "In Memoriam," not likely to stand supremely high among the masterpieces? 3. Is "The Old Oaken Bucket" a great poem? Why? 4 and 5. What is sentiment and what is sentimentality? With which does poetry have to do? Illustrate.

WRITTEN ARITHMETIC.

1. A man invested equal sums of money for 1 year 3 months 18 days, the first at 5 per cent per annum, the second at 7 per cent per annum, and received \$14.04 more interest on the second investment than on the first. Find the sums invested. 2. What annual income will a person receive from an investment of \$1,537.50 in U. S. 4's at 128, brokerage $\frac{1}{8}$? 3. Express in the form of a couplet in its lowest integral terms the ratio of 21 $\frac{1}{3}$ rods to 3 miles. 4. Find from the prime factors of the several numbers herein given the square root of the continued product of 105, 231, and 495. 5. A wall 2 feet 8 inches thick and 7 feet 6 inches high cost \$1,800 at 37 $\frac{1}{2}$ c. a cubic foot, but its length had been measured by a pole 9 feet 8 $\frac{1}{2}$ inches long instead of 10 feet, as it was supposed to be. Find the true length and value of the wall.

GEOGRAPHY.

1. Locate the region of heaviest rainfall in North America. Two regions of heaviest rainfall on east coast of South America. 2. In what direction does the current flow that is north of Australia, east, south, west? 3. Why is the tide on the far side of the earth from

the moon as high as that on the near side? 4. What is meant by ground water? Alluvial cones? 5. What is the population of the United States? Of Ohio? Draw a map of Ohio on the second page of your manuscript.

PHYSICAL AND SCIENTIFIC TEMPERANCE.

1. Two recognized effects of alcohol on the nervous system. 2. What custom is most largely responsible for intemperance. 3. Give exact location of solar plexus. Why so called? 4. What causes rigidity of the body after death? 5. Describe the minute structure of medullated nerve fiber, using diagram.

MENTAL ARITHMETIC.

1. Four-sevenths of a party that engaged a boat did not go, thereby increasing the expense of each 80 cents. What did each pay? 2. Six men can do a task in 5 $\frac{1}{4}$ days. How soon must they be joined by 4 more so as to do what is left in 2 $\frac{1}{4}$ days? 3. Divide 67 $\frac{2}{5}$ into parts proportional to $\frac{3}{4}$, 2 $\frac{2}{3}$, and 1 $\frac{5}{6}$. 4. The area of a square is 49 square inches. What is the area of the largest circle that can be cut from it? 5. If a body falls 16 feet the first second, 48 feet the second, 80 feet the third, and so on constantly, how far will it fall in the eighth second?

GRAMMAR.

1. What are factitive verbs? Write sentences giving examples. 2. Give an example of the grammatical equivalent. 3. If she *knows* her duty she will do it. *Were* he honest he would be chosen. Give mode of marked words. 4. Under what conditions is an intransitive verb made to assume the

passive form? 5. We can not perceive that the study of grammar makes even the smallest difference in the speech of people who have always lived in good society. Analyze.

U. S. HISTORY AND CIVICS.

1. Mention the three forms of government existing in the colonies, and describe one of these forms of government.
2. Which was the last of the colonies to ratify the articles of confederation? What was the argument presented by this colony against ratification?
3. What right is granted by the last amendment to the constitution of the United States?
4. Mention three noted American historians and an important work of each.
5. To how many Presidential Electors is the State of Ohio entitled?

SPELL.

Laboratory. Conscientiously. Recommend. Prejudice. Paraphernalia. Commissary. Accede. Supersede. Bimetallism. Boundaries.

MARK DIACRITICALLY.

Vaudeville. Scenic. Abstractly. Fiance. Gibbons. Acclimate. Lamentable. Calliope. Mobilize. Frobisher.

DEFINE.

Mote. Rein. Wain. Scion. Wry. Bole. Cere. Cede. Brake. Epigram.

ANSWERS TO MENTAL ARITHMETIC.

1. \$1.40. 2. $1\frac{1}{2}$ day. 3. 9 22-35, 34 74-315, 23 169-315. 4. $38\frac{1}{2}$ sq. miles. 5. 240 feet.

CHRISTMAS BELLS.

JOHN KEBLE. EXTRACT.

Wake me to-night, my mother dear,
That I may hear
The Christmas Bells, so soft and clear,
To high and low glad tidings tell,
How God the Father loved us well;
How God the Eternal Son
Came to undo what we had done.

THE OHIO EDUCATIONAL MONTHLY.

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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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ADVERTISING RATES.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American School Board Journal .....	.....
.....	Milwaukee, Wis.
Art Education.....	New York, N. Y.
Canadian Teacher.....	Toronto, Can.
Colorado School Journal.....	Denver, Col.
Educational News.....	Newark, Del.
Florida School Exponent.....	Jacksonville, Fla.
Indiana School Journal.....	Indianapolis, Ind.

Interstate Review.....	Danville, Ill.
Kindergarten News.....	Springfield, Mass.
Michigan School Moderator.....	Lansing, Mich.
Midland Schools	Des Moines, Ia.
Missouri School Journal.....	Jefferson City, Mo.
Northwestern Journal of Education.....	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pennsylvania School Journal.....	Lancaster, Pa.
Popular Educator.....	Boston, Mass.
Primary Education.....	Boston, Mass.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
School and Home Education.....	Bloomington, Ill.
School News and Practical Educator.....	.....
.....	Taylorville, Ill.
Southern Educational Journal.....	Atlanta, Ga.
Southern Schools.....	Lexington, Ky.
Teachers' Institute.....	New York, N. Y.
Teachers' World	New York, N. Y.
Texas School Journal.....	Austin, Tex.
Western School Journal.....	Topeka, Kan.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

THE next State Examination will be held in Columbus, December 26, 27, and 28, 1900. Supt. W. W. Boyd, Painesville, Ohio, is clerk of the board to whom all communications relating to the examination should be addressed.

THE next State Association of School Examiners will meet at the Chittenden Hotel, Columbus, O., Thursday and Friday, December 27 and 28. Sessions:— Thursday 10:00 A. M., 1:30 P. M., 7:00 P. M.; Friday 8:30 A. M. Programs will be sent out later.

HORACE A. STOKES.

Chairman of Executive Committee.

MERRY Christmas to all.

MAY your holiday vacation be restful, and happy, and your New Year successful.

THIS number closes the forty-ninth year of the MONTHLY, and we are happy to state that it has been of such a character as to place the editor under renewed obligations to his friends for their most cordial and earnest support. In this, the sixth year of the present management, we have had a larger number of expressions of appreciation and encouragement than in any previous year, and we desire to express in this formal but sincere manner, our hearty thanks to all our patrons and friends. The index which accompanies this number shows very clearly the character and scope of the volume for 1900, which contains over 600 pages, and which it is believed, furnishes a reasonably accurate and complete history of educational affairs in the state for the past year. We hope to make the volume for the coming year—the half-century year—still more complete and helpful, and to this end earnestly solicit the continued support and cooperation of all who are interested in educational work. Will not all who read this article kindly call the attention of their friends, who are not subscribers, to the MONTHLY, and thereby aid us in increasing the subscription list? We shall gladly send sample copies to any person upon request, and pay a liberal commission to any teacher who will send us one or more new subscriptions at the club rate of \$1.25 each.

THAT the "cigarette habit" seems to be on the increase is sadly true. All teachers and friends of the boys who are in danger of contracting this habit should persevere in their efforts to eradicate the evil. The excellent article found in this issue on "A Breath," written by Supt. J. A. Culler of Kenton, should be read by both teachers and parents. It is scientific, sensible, and helpful, and, if its suggestions are acted upon in the teaching of the important subject of Breathing, good results will necessarily follow.

VOLUME I of the Report of the Commissioner of Education of the United States for the year 1898-99, is a valuable document full of information of great importance to all who are interested in educational work. Education in Great Britain and Ireland, Australasia, Belgium, Central Europe, Sweden, Philippines, France, Italy, and other countries is discussed at length. Chapters on The History of American Text-Books on Arithmetic and Confederate Text-Books (1861-1865) are very interesting and suggestive. In the year 1898-99, there were enrolled in the schools and colleges, public and private, 16,738,362 pupils, an increase of 50,719 over the previous year. Of this number, there were enrolled in public institutions, 15,234,435, and in private institutions, 1,503,927. The average length of the school term was 143.2 days, being an in-

crease over previous years produced by the increase in population in towns and cities which have a longer school term than the country.

IN the introduction to a "Modern 'Atlas'" published in 1815, we find the following rather doubtful compliment to the "Fair Sex":

"Geography is a study so universally instructive and pleasing that it has for nearly a century been taught even to females, whose pursuits are foreign from serious researches. In the trivial conversation of the social circle, in the daily avidity of the occurrences of the times, pregnant indeed above all others with rapid and important changes that affect the very existence of states and empires, geography has become a habitual resource to the elegant female, as well as the profound philosopher."

The educational "world do more."

DECEMBER is a good month in which to make sure that pupils are in the grades or classes where they belong, i. e., where they can do the most good for themselves. The tendency in the average school under the average teacher and principal or superintendent, at the end of the year, is to be overly kind and lenient in the matter of promotions, and, as a result, many pupils have passed who are really unable to do the work of the next grade. Others are sent on on trial with the agreement which is too often entirely ignored afterwards, that if the work is not properly

done from the beginning of the next term, they are to be sent back to the grade class below. The work of all such pupils should be carefully estimated and considered, and if it is not such as to indicate that they are in their proper place, the demotion should take place as agreed upon. We are well aware that this is not in accord with some of the modern ideas, but it is nevertheless in the interests of the child. As great evil may result from a child's undertaking to do work a year or two in advance of its preparation and ability as from its being kept back of its proper position, and with all that is said about the evil that comes in these days from too rigid courses of study, and too much insistence upon thorough work, etc., we are of the opinion that ten pupils are being harmed by an attempt to crowd them beyond where they belong where there is one who suffers from being held back. In studying the best means of promoting deserving and well prepared pupils, the necessity of occasionally demoting those who are not deserving or well prepared must not be lost sight of.

SOME time since the *New York World* asked editorially, "Who is the 'dull boy'?", and then proceeded to answer its own question as follows:

"To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn cal-

culus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy. "In brief, the 'dull boy' is the square peg whom somebody is trying to fit into a round hole."

There is considerable humor and some truth in the preceding. It is too often true that teachers — especially high school teachers and college professors — judge a pupil's ability entirely by the interest he shows or does not show in their special branch. In too many instances pupils who are not dull are driven out of school because of a lack of effort on the part of teachers — due either to laziness or indifference — to find out what the interests, abilities, and adaptabilities of such pupils are. In all such cases the only pity is that the teacher does not have to go instead of the pupil. On the other hand, it will not do to become too sentimental in dealing with the supposedly dull boy and try to hunt easy things for him to do on the supposition — false in many instances — that he is "born short." Quite frequently instead of being "born short," he is *born lazy*, and needs a little of the old-fashioned stirring up that has helped many a boy to arouse himself to do something before it was too late.

WE recently stood at the grave

of David Wilmot in the cemetery at Towanda, Pa. On the little monument which marks his last resting place is the following inscription:

DAVID WILMOT,
Born
January 20, 1814.
Died
March 16, 1868.
Aged 54 years.

"Neither slavery nor involuntary servitude shall ever exist in any part of said territory, except for crime, whereof the party shall be first duly convicted." In the presence of this monument many thoughts come to one of the awful struggle which culminated in the civil war, and the many attempts to settle by compromise what had to be settled finally by a terrible conflict. The great principle embodied in the language of the "Ordinance of 1787," the "Wilmot Proviso," the Constitution of Ohio and many other states, and in the thirteenth amendment to the Constitution of the United States, is now a part of the government under which we live, and the boys and girls in our schools ought to be made to feel in just so far as possible the tremendous cost of the establishment of this great principle. Long after the monument over the grave of David Wilmot has crumbled into dust, the fact that he introduced the celebrated "Proviso" into Congress at the request of Judge Brinkerhoff of Mansfield, Ohio, who is its real author, will be remembered, and

this remembrance will constitute his real monument.

• **EDUCATIONAL NEWS.**

—All subscriptions to the MONTHLY at the institute rate were taken with the express understanding that the amount, \$1.25, was to be paid before December 1, 1900. This was made plain to all at the time, and the NOVEMBER MONTHLY contained a special notice calling special attention to the matter. In view of these facts, the only conclusion which can be reached regarding those who have not paid is that they prefer to have a little longer time, and pay the full rate of \$1.50. This amount is now due under the agreement, and we shall be glad to have a remittance from those who still owe at their earliest convenience. If for any reason any of our subscribers have failed to understand the agreement, as outlined above, an immediate remittance of \$1.25, with a statement of such misunderstanding, sent direct to the editor, will be accepted. Otherwise, we shall expect the full amount, \$1.50, from each. We very much prefer that all should have settled within the specified time at the reduced rate, but upon the expiration of the limit, December 1, 1900, fairness demands that the agreement be carried out to the letter in treating all exactly alike.

—The Anti-Cigarette movement in Columbus public schools, with Frank V. Irish as leader, is a success. A state league has also been organized and Prof. Irish will carry on this work in other cities of Ohio as soon as Columbus schools are thoroughly organized.

--The Southwestern Ohio Teachers' Association held its fall session at Hamilton. In his inaugural address, President R. G. Boone, of Cincinnati, discussed "Civic Relations for Children." He believes that the time has passed when merely formal economic, ecclesiastical or religious education will meet the requirements, and that the boys and girls in our schools must have such civic education as will equip them for citizenship. "The Nature and Function of the Ideal," was the subject of an address by Supt. Henry G. Williams, of Marietta, and "Educational Lines" was discussed by President Ayers, of the University of Cincinnati. The attendance was large.

—What is considered the best meeting of the Northeastern Ohio Teachers' Association for years and years was held at Alliance, Saturday, Oct. 27. It was best in attendance, in excellence of program, and in the spirit and uplifting effect. Over 600 were present. Superintendent Morris, of Alliance, and his corps of teachers, worked the local end of the meeting. The large assembly hall was decorated with

flags, bunting and pictures from school rooms. There was a good exhibit of school work on desk and board. The exhibit in drawing filled one end of the hall and reflected great credit on the work of Supervisor L. L. Weaver.

The program started off with a

high school choir under direction of Supervisor J. M. James. The first selection met with hearty applause and the choir had to respond to an encore. The solo by Mr. James and the selections by the quartet were also treated in a similarly enthusiastic manner.



**HON. LEWIS D. BONEBRAKE, REELECTED STATE COMMISSIONER OF
COMMON SCHOOLS, NOVEMBER 6, 1900.**

Supt. Boyd, of Painesville, left his manuscript at home and gave a splendid talk on "The Personal Element of the Teacher." He did not discount scholarship and training, but emphasized the following traits of personal element: Good health — secured at the sacrifice of outside work, social dissipation, etc.; pleasant disposition; generous disposition; honesty — in work as well as in commercial relations; no Queen Anne front and Mary Ann back; taste in dress and resolution. When Mr. Boyd finished Mr. Treudley, of Youngstown, "made a beginning" at the discussion, and was followed by Mr. Roller, of Niles; Mr. Jones, of Cleveland and the Misses Stickney and Dutton, of Cleveland.

In the afternoon a large audience appreciated Pres. Thwing's able address on "The Teacher as a Force in Civilization." He said that the four forces of civilization were the family, the church, the book and the person, and that the teacher represented the vital element of each. When he closed his address with a touching tribute to Anna McKinley and her "thirty years of glorious teaching," there were few dry eyes in the audience.

"The Greatest Need of the Public Schools," as seen by the county examiner, was told by Mr. Alloy, of Youngstown, who said we needed better teachers and they could be secured by county supervision, better educated boards of ed-

ucation, no teachers under twenty-one years of age, and centralization. Mrs. Edgar Shimp, of Alliance, told of the greatest need as seen by a parent. She said the schools did not require too much work, but that the work should be better arranged so as to get more done in school and not so much at home. She condemned parents who allowed their young children to spend time, strength and health in public and church entertainments. She wished teachers could get pupils to study for the love of it and not for fear of the sword of Damocles that hung over their heads in the form of promotions. Mrs. Shimp's remarks were bright, witty and were well received.

Good remarks were made on the subject by Mr. Sarver, of Canton, and Mr. Jones, of Massillon.

A feature of the meeting was only one manuscript for the entire program.

—The first meeting of the Darke County Teachers' Association for 1900-1901, was held at Greenville, O., Oct. 20, with Supt. Edward M. VanCleve, of the city schools, and Prof. Wm. I. Crane, of Dayton, Ohio, as instructor. Supt. VanCleve's subject was "Enthusiasm;" this he himself exemplified and gave inspiration enough to arouse the dormant energy of any teacher. Prof. Crane made plain the teacher's duty and how it may be done in his lecture, "The Development of Selfhood." The "Frog Holler"

quartet gave the association a treat. This was a real educational day for Darke county.

—The Southeastern Ohio Teachers' Association met in their annual session, October 26-27, in the beautiful Ewing Hall of classic old Athens. Supt. Coultrap and his corps of teachers had done everything in their power for the entertainment of their guests. The papers and addresses were good. The general good humor and the universal enthusiasm made it one of the most pleasant and profitable meetings the Association has ever held, while the presence of the student body with the college yell gave zest to the occasion. The college authorities opened the various departments and laboratories for the inspection of the visiting teachers. Prof. B. O. Highley of Athens was elected President for ensuing year, and Supt. C. W. Cookson of Somerset Secretary.

The following program was carried out:

Address of Welcome, Dr. R. F. Bishop, Athens; Response, Supt. S. P. Humphrey, Ironton; Inaugural Address, Miss Hannah U. Maxon, Gallipolis; The Educational Value of an Idea, Supt. Henry G. Williams, Marietta; Recitation, Supt. C. T. Coates, Pomeroy; The Teacher as a Citizen, Supt. G. W. DeLong, Corning; Annual Address, Dr. J. W. Bashford, Delaware.

How to Judge of a Teacher's

Success, Supt. Aaron Grady, Nelsonville; Practical Nature Study, Miss Minnie D. Wyman, McArthur; Some Phases of the School Law, Judge J. M. Wood, Athens; The New Psychology vs. Old Power in Education, Dr. Frank C. Doan, Athens; Paper, Supt. J. E. Kinnison, Jackson; Do Our Colleges Give Proper Attention to Moral Training, Dr. J. M. Davis, Rio Grande.

—The second meeting in the year's series so systematically arranged by Supt. Arthur Powell of Marion for his teachers, was held October 29. These meetings are greatly appreciated by both teachers and patrons. The course of study pursued consists of Pedagogy, Literature, Art, and Current Events.

—The first quarterly meeting of the Licking County Teachers' Association for the present year was largely attended. Commissioner Bonebrake delivered an address, Prof. G. A. Chambers of Granville reviewed "James's Talks," and Supt. W. W. Boyd of Painesville and Dr. J. J. Burns of Defiance each delivered two addresses.

—In the death of Miss Emma Harris the Newark Public Schools lose one of its best and most faithful teachers. She possessed a lovable character and was a splendid representative of that type of pure womanhood which ennobles and elevates the character of all who come in contact with it.

—"The Purple Advocate" is the name of the new High School Paper published by the Middletown High School.

—In the report of the Bowling Green School for the year ending August 31, 1900, Supt. M. E. Hard makes the following suggestive statements relative to "Discipline":

"Children should be taught to do right because it is right. Cheerful obedience is the most important end in school discipline. When a teacher secures this, all other troubles will disappear. It may take much of the teacher's energy, and some positive persuasion, but it is worth the effort both to the teacher and pupils."

—Three thousand people attended the recent "Denison School Flag Celebration," at Cleveland, which Supt. Jones pronounced the "finest exercise of the character" he had ever seen. The Flag was presented by Dr. James Hedley in an inspiring address which was responded to by the Principal of the School, Miss Mary L. Peterson, in a most appropriate and patriotic speech of acceptance.

—The teachers of Hancock County met in quarterly session in the High School room, Saturday, November 3. A large and enthusiastic attendance greeted the speakers, who presented the following program: "Cigarette Smoking from the Standpoint of Physiology," and "Inertia," by Supt. J. A. Culler of Kenton; "The Teacher and Politics," by Supt. J. D. Steen of Ben-

ton Ridge; "Some Things to be Remembered in Teaching," by J. F. Smith of Findlay. All the papers and talks were pointed, and very helpful and rich in suggestions to the teachers. It was pronounced one of the best quarterlies in the history of the county.

—The attendance at the last meeting of the Lorain County Teachers' Association was very large, and all were pleased with the excellent addresses, by H. C. Muckley of Cleveland on "Natural Science for City and Country Schools"; Katherine Benedict of Wellington on "One of Shakespeare's English Kings"; W. A. Hiscox of Grafton on "Ohio Teachers' Reading Circle"; W. H. Mitchell of New London on "Educational Economics"; Adella Wright of Amherst on "School Management," and F. D. Ward of Lorain on "How May Pupils Gain Power to Think?"

—The Ohio Archæological and Historical Quarterly is a valuable magazine. In the last issue the following topics are discussed: "The Coxey Movement in Ohio"; "Ohio Railroads"; "The Debt of the West to Washington"; "General Anthony Wayne and the Battle of Fallen Timbers", and "John Fitch, Inventor of Steamboats." The price per copy is 75c. Address E. O. Randall, secretary, Columbus, Ohio.

—The Ohio Valley Round Table of superintendents and princi-

pals met at Martins Ferry, O., Oct. 9 and 10. The Bellaire, Bridgeport and Martins Ferry schools closed at noon Friday, to give teachers an opportunity to attend. The three sessions were largely attended and much interest was manifested in the lively and informal discussions. Sixty-nine topics were proposed. Of these eighteen were discussed. Home study, vertical writing, and scientific temperance brought out many good points. Supt. Mertz of Steubenville and Supt. Rayman of East Liverpool believe in home study especially above the fifth year. They believe that much of the so-called home study is only musing. Let study be more intensive, then Mrs. Wallace and Editor Bok will have to find a new point of attack. "Scientific temperance" as it now stands on the statute books, Supt. Williams of Marietta, considers an insult to the intelligence of Ohio teachers who for fifteen years have been teaching the subject most effectively. Among other topics discussed were, How teach pupils how to study? Shall the teacher smoke? Who is the dull boy and how long should he be retained in the same grade? The best treatment for lying. That school courses need intension rather than extension. W. H. Stewart of Martins-Ferry presided. The next meeting will be held at Wellsburg, W. Va.

—The November meeting of the Principals' Association of Cincin-

nati discussed the topic "History and Civics in our Public Schools." Enough was said to indicate that this all important subject is receiving careful attention in the Cincinnati schools and that the historic sense of her pupils is being cultivated. The meeting was opened with a few remarks from Dr. Boone introducing Dr. Redway of geographical fame. Dr. Redway's remarks were mainly on the subject of "Topography," and he showed in a very pleasing manner that the development of a place is governed more by its topographical environment than any thing else, climate excepted.

The topic announced for the December meeting is "Are we improving in our methods of teaching arithmetic?"

—The recent meeting of the Central Ohio Teachers' Association, which was held in Columbus was one of unusual interest and profit. While we were denied the privilege of hearing all that was said it was not difficult to gain a correct estimate of the meeting from comments of the members. The Executive Committee are to be congratulated upon the excellence of the program they arranged, for it was good from first to last. The weather was propitious, the work in the Columbus schools was excellent and the visiting teachers were evidently in the proper frame of mind to get the most for themselves out of the meeting. From

the representation it would seem that Central Ohio has expanded far enough to include Ironton, Sandusky, Millersburg, and Cincinnati. Bellefontaine came in force for the first time and Newark sent an unusually large delegation. The inaugural address of Supt. Vance of Urbana was clean-cut and convincing. He has the rare faculty of making even statistics eloquent. Moreover he is an ideal presiding officer, and effects a happy compromise between *parum* and *nimum*. The address of Dr. R. T. Stevenson of Delaware on "Schoolroom Optimism" was replete with good things, and served to confirm the already high opinion held of him by Ohio teachers. He is not only eloquent but he makes his points. Mrs. Eva D. Kellogg spoke on "Beauty in Education" emphasizing the importance of cultivating the aesthetic side of children's natures. The evening lecture by Bishop Spalding of Peoria, Ill., was a masterful presentation of his theme "The Meaning and Worth of Education," showing him to be broad, scholarly, generous, but with clear convictions as to what education can and ought to do for individuals and nations.

On Saturday morning Dr. R. G. Boone of Cincinnati spoke on "Type forms as subjects for study" and made a most favorable impression. The sentences are cumulative, but are always clear and logical, and therefore he carries his hearers with him in every statement.

The final number on the program was the address by Dr. Reuben Post Halleck of Louisville, Ky., on "Some Foundation Stones of Education." He captivated his audience at the very outset and held them in intensest interest to the close.

Music was furnished by a Ladies' Chorus of Columbus, led by Prof. Lott, the East High School Mandolin Club of Columbus, and the Cecilian Quartette of Delaware—all excellent.

Much credit is due Supt. Shawan and his assistants in planning so generously for the convenience of visitors. The following officers were elected for the ensuing year: President, Supt. H. A. Stokes, Delaware; Vice Presidents, A. B. Graham, Springfield, and Principal S. J. Wolfe, Lancaster; Secretary, Miss Eudora C. Baldwin, Urbana; Executive Committee, W. Werthner, Dayton, E. G. Smith, Hillsboro, John M. Mulford, Columbus. It is quite probable that the next meeting will be held in Cincinnati.

—The Logan county teachers held an "O. T. R. C. Parliament" November 17. The special topics for discussion were "James's Talks on Psychology—Chapters IV, V, VI and VII"—and "Roark's Method—Chapters IV, V and VI." Nearly forty teachers, including Supts. Mackinnon of Bellefontaine, Alleshouse of Belle Center, Beeler of DeGraff, and Solomon of West Mansfield, under the leadership of Supt. W. S. Jones of West Liberty, took part in the exercises.

—Supt. Van Cleve of Greenville, and all his teachers, pupils and patrons are rejoicing over the opening of their new ward school building said to be the most complete in

its plan and equipment in Ohio. It is built of stone and pressed brick and has a basement eleven feet high, containing the heating and ventilating apparatus, and four fine playrooms. The central corridor contains two sanitary drinking fountains, and each room is perfectly lighted and ventilated. The office where Supt. Van Cleve receives his friends, and occasionally talks over matters with the "small boy" who calls upon him with a "note of introduction" from his teacher, is said to be a marvel of beauty and comfort.

—D. M. Byam who has had charge of the Kipton schools for the past eight years, has accepted a good position with the National Publishing Company of Boston.

—President L. D. Harvey of the Department of Superintendence of the N. E. A., has the program of the next meeting well under way. The time is February 26—28, 1901, the place University Hall, in the Fine Arts Building, 203-207 Michigan Boulevard, Chicago.

—The State Association of Township Superintendents of Ohio will be held in the Assembly Room of the Chittenden Hotel, Columbus, O., Dec. 26 and 27, 1900.

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BOOKS AND MAGAZINES.

Allyn and Bacon, Boston, Mass.: "Elementary English Composition." By Professor F. N. Scott, University of Michigan, and Prof. J. V. Denney, Ohio State University. Many of the teachers of Ohio have heard Prof. Denney in his practical and helpful talks on English, and will be glad to learn of his being one of the authors of this excellent book which teaches the pupil to regard composition as a means of expressing thought for a purpose, and not as an end in itself. Ohio contract price 60c.

American Book Co., Cincinnati, Ohio:

"Big People and Little People of Other Lands." By Edward R. Shaw of New York University. One of the "Eclectic School Readings Series" which contains much valuable information for children related in an entertaining and interesting manner.

D. Appleton & Co., Chicago, Ill.: "Burke's Speech on Conciliation with America." Edited with Notes and a Study Plan for High-School Use by William I. Crane, Head of the Department of English, Steele High School, Dayton, O.

The purpose of this edition is to aid the student to develop his power of argumentation. The Introduction outlines in a very clear and comprehensive manner this purpose, and presents a "Study Plan" which will be very helpful to all teachers and students of this great

Speech. Following the text of the Speech are many valuable explanatory notes, and a very complete index.

C. W. Bardeen, Syracuse, N. Y.:
 "King Kindness and The Witch, and Other Stories." By Helen Wells of the Syracuse Public Schools. A good collection of interesting stories for children. Price 50 cents.

Ginn & Co., Chicago, Ill.:
 "Bimbi Stories for Children." By Louise De La Ramée. Mailing price 45 cents.

"Mother Nature's Children." By Allen Walton Gould. Mailing price 70 cents. The book is beautifully illustrated, and aims to help the young to see and appreciate the spirit of Nature.

D. C. Heath & Co., Chicago, Ill.:
 "Studies of Animal Life." — A Series of Laboratory Exercises for the Use of High Schools. — By Herbert E. Walter, Worralo Whitney, and F. Colby Lucas of the Chicago and Englewood high schools.

"Essentials of the English Sentence." By Elias J. MacEwan, A. M. The book is intended for use in high and preparatory schools and academies.

Houghton, Mifflin & Co., Boston, Mass.:

"The Riverside Art Series — Sir Joshua Reynolds." A Collection of fifteen pictures and a portrait of the painter with introduction and interpretation by Estelle M. Hurl. l.

"The Gentle Boy and Other Tales." By Nathaniel Hawthorne. R. L. S. No. 145.

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"The Elements of Arithmetic." By Ella M. Pierce, Supervisor of Primary Grades, Public Schools, Providence, R. I. Square 12mo, 149 pp. Illustrated. Introductory price 36 cents. The book is intended for pupils of the third grade.

"Pope's Essay on Man and Essay on Criticism." Edited with Introduction and Notes by Joseph B. Seabury. The Silver Series of English Classics. 101 pages. 12mo. Cloth 30 cents; Paper 20 cents.

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reach this German Manual which is adapted for both home and school use. The author and publisher is A. R. Horne, A. M., D. D., editor of The National Educator and Institute Instructor, and ex-principal of the Keystone State Normal School.

The announcement of the "Atlantic Monthly" for 1901 gives assurance of the continued high standing of this excellent magazine. "Fiction" will be presented by Miss Mary Johnston, Miss Sarah Orne Jewett, and Kate Douglas Wiggin; "Short Stories," by F. J. Stimson, Miss Alice Brown, W. R. Lighton and others; "Studies of the National Life," by prominent citizens, and statesmen. "The Reconstruction Period," to be discussed under different heads, by such eminent men as Woodrow Wilson, Hilory A. Herbert, W. E. B. Du Bois, Thomas Nelson Page, William A. Dunning, and others, will be especially interesting to teachers and all students of history.

In the December "Delineator" are two Christmas stories by well-known authors. One a negro story by Paul Laurence Dunbar, the colored protege of William Dean Howells, entitled "One Christmas at Shiloh." It tells of the home-coming of a reformed negro, and is very touching. The other by Beulah Marie Dix, who has dated her story in Colonial times and entitles it "In the Reign of Peggy." Kemble illustrates Dunbar's story with some of his famous negro faces, and F. M. Arnold illustrates the Colonial story.

During the past year "St. Nicholas" Magazine, which has been for

nearly thirty years the leading children's monthly magazine of the world (and now the only one), has introduced several new departments which have been extremely attractive and have greatly increased the circulation. One of these is "Nature and Science." The editor of "Nature and Science" gives careful attention to every question asked by his young readers. No one who does not see "St. Nicholas" can realize what an interesting magazine it is, and how exquisitely it is illustrated; it is a surprise to young and old. Of literature it contains the choicest, and in art it has never been surpassed by any grown folks' periodical. The new volume begins with November, 1900, and the subscription price is \$3.00 a year. If there are children in your home, you can hardly afford to be without it.

"The Helmet of Navarre." A great novel, full of life, adventure, and action, the scene laid in France three hundred years ago, began in the August, 1900, "Century," and will continue for several months in 1901. New subscribers to "The Century Magazine" who begin with the number for November, 1900, will receive free of charge the three previous numbers, August, September and October, containing the first chapters of "The Helmet of Navarre," or, if these numbers are entirely exhausted at the time of subscribing, they will receive a pamphlet containing all of the chapters of "The Helmet of Navarre" contained in the three numbers. Ask for the free numbers when subscribing. \$4.00 a year.

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